BLOSSOMS

English Textbook for Class VIII

West Bengal Board of Secondary Education
77 / 2, Park Street, Kolkata - 700016

According to New Syllabus

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THE CONSTITUTION OF INDIA PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens : JUSTICE, social, economic and political; LIBERTY of thought, expression, belief, faith and worship; EQUALITY of status and of opportunity and to promote among them all – FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation; IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

ভারতের সংবিধান

প্রস্তাবনা

আমরা, ভারতের জনগণ, ভারতকে একটি **সার্বভৌম সমাজতান্ত্রিক ধর্মনিরপেক্ষ গণতান্ত্রিক সাধারণতন্ত্র** রূপে গড়ে তুলতে সত্যনিষ্ঠার সঙ্গে শপথ গ্রহণ করছি এবং তার সকল নাগরিক যাতে : সামাজিক, অর্থনৈতিক ও রাজনৈতিক **ন্যায়বিচার**; চিন্তা, মতপ্রকাশ, বিশ্বাস, ধর্ম এবং উপাসনার **স্বাধীনতা**; সামাজিক প্রতিষ্ঠা অর্জন ও সুযোগের **সমতা** প্রতিষ্ঠা করতে পারে এবং তাদের সকলের মধ্যে ব্যক্তি-সম্ভ্রম ও জাতীয় ঐক্য এবং সংহতি সুনিশ্চিত করে **সৌভ্রাতৃত্ব** গড়ে তুলতে; **আমাদের গণপরিষদে**, আজ, ১৯৪৯ সালের ২৬ নভেম্বর, **এতদ্দ্বারা এই সংবিধান গ্রহণ করছি, বিধিবন্ধ করছি** এবং **নিজেদের অর্পণ করছি**।

PREFACE

Secondary Education is meant for the students who have entered the arena of education from the Primary level. In this arena the utmost need is to help the young buds to flower, to extend their knowledge and to explore their aptitudes, potentials towards different streams of learning for their further education. Keeping this concept in mind the new series of English textbooks for Secondary education is thus named "BLOSSOMS". This series of textbooks is based on the new curriculum and syllabus framed and recommended by the newly formed "Expert Committee" comprising of eminent academicians. The books are in the line with the vision of NCF 2005 and RTE Act 2009.

This series of textbooks for Upper Primary Level (Class VI to VIII) is meant for the learners of English is a second language. The pieces selected in the series are aimed to expose the learners to the thoughts and writings of the world's best writers and thinkers. The pieces are arranged in a graded manner so as to ensure a smooth progress to the next level. At the end of each lesson sufficient exercises have been provided to measure and reinforce language skills. The practice tests are designed to encourage students' participation. After completion of each exercise the learner will feel a sense of achievement which will motivate the young learners to go for the next. The targeted age group falls in that learners is begin to take shape. "BLOSSOMS" aims to inculcate in learners, particularly the first-generation institutional learners, love for the richness and variety of English language literature.

It is hoped that the new series of books would contribute a lot in making the young learners learning English language, a gateway to modern communication and trade.

Taking the help of Paschim Banga Sarba Siksha Mission these books are being distributed free of cost among the learners. In materialising this project Hon'ble Education Minister Dr. Partha Chatterjee, Govt of West Bengal, the School Edn. Dept., Directorate of School Edn., Govt. of West Bengal and the Paschim Banga Sarba Siksha Mission–all have extended their valued help and their role has always been indisputably momentous in all respect.

A group of eminent educationists, teachers and subject experts worked hard to develop the textbook. The book has been illustrated by the renowned artist. I thank them all for their notable work.

All suggestions to improve the series are welcome.

Kalyanmoy Ganguly

December, 2017
77/2, Park Street,
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of
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FOREWORD

The Hon'ble Chief Minister of West Bengal Smt. Mamata Banerjee constituted an 'Expert Committee' to review the entire aspects of school level curriculum, syllabus and textbooks in 2011. The new curriculum, syllabus, and textbooks are developed according to the recommendations of the Committee. The new English textbooks for the upper-primary level fall under a newly named series, 'Blossoms'. We have tried to develop and formulate the textbooks in line with the vision of NCF 2005 and RTE Act, 2009. In this textbook we have shifted from the conventional approach to a child-centric, activity-based approach to learning. The exercises for the learners have been designed accordingly. A special effort has been taken to develop the conversational skills in English for the learners.

The theme for **Blossoms : English textbook for class VIII** is ' Nature and Adventure'. A teachers' guideline is appended at the end of the book. The textbooks venture to link classroom experiences with nature and society. We hope to supply our learners with enough material to develop their language skills and sense of aesthetics. For the latter we had invited famous artists to illustrate the books. The texts represent a varied spectrum of experiences and achievements. They will, certainly, help the learners to build their vision and perspective to life.

We thank the West Bengal Board of Secondary Education, School Education Department, Govt of West Bengal and PBSSM for their active support. The West Bengal Board of Secondary Education has obliged us by giving their approval for this textbook. A chosen group of educationists, teachers and subject experts developed this book in a very short period of time. If the book can help learners to apply the language in real-life situations, we will consider our initiative successful.

The Hon'ble Education Minister Dr. Partha Chatterjee has enriched us with his views and comments, We express our gratitude to him.

We invite all people who love education to convey their views for the improvement of the book.

Thank You.

aVeek Majumder

December, 2017
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Revision Lesson

Let's do:

Activity 1

Underline the participle adjectives in the following sentences:

(a) The painted house looks beautiful.

(b) A barking dog seldom bites.

(c) They submitted a written answer.

(d) The tattered shirt was lying on the mud.

(e) The creaking sound of the door awakened the baby.

Activity 2

Fill in the blanks with suitable articles or prepositions:

Once _________ poor weaver lived __________ a village. He was well-known as_________ artist. His beautiful designs __________ cloth were much appreciated. The weaver earned his livelihood _________ working hard all day.

Activity 3 (a)

Identify the adverbs in each set. Put a tick mark (√) on the adverb:

(i) tall/sweetly/child/run

(ii) wait/walk/slowly/full

(iii) happy/friendship/wise/quietly

(iv) tomorrow/evening/careful/look

(v) make/here/incident/quick

Activity 3 (b)

Classify the underlined adverbs according to their functions in the chart given below:

(i) It is a good habit to rise early.

(ii) He often comes to our house.

(iii) The nightingale sings sweetly.

(iv) My pet dog follows me everywhere.

Functions of Adverbs

manner	time	place	frequency

Activity 4

Choose the correct alternative from the verbs given in brackets and fill in the blanks:

(a) I ___________ a book now. (read/am reading /was reading)

(b) Tintin ________ home just now. (is returning/was returning/has returned)

(c) When we reached the hall, the film ___________ . (starts/started/had started)

(d) The young man boarded the bus while it ___________. (is moving/was moving/had moved)

(e) The Satabdi Express ___________ Puri at the scheduled time, yet it failed to reach Howrah on time. (is leaving/ has left/ had left)

Activity 5 (a)

Write the positive, comparative and superlative form of the adjectives and fill in the chart given below:

Positive	Comparative	Superlative
large		
	more beautiful	
		best

Activity 5(b)

Fill in the blanks with the given adjectives in their proper degree:

(i) No other mountain peak is so______(high) as Everest.

(ii) Darjeeling is ______(cool) than Lava.

(iii) Rashmi is the ______(tall) girl in the class.

(iv) Very few Indian cities are as ______(big) as Kolkata.

(v) The Rajdhani Express runs ______ (fast) than most other Indian trains.

Activity 6

Fill in the blanks with appropriate modals given in the list below:

(a) We _______help the poor and the needy.

(b) _______ God bless you!

(c) You______ hurry up or you will be late .

(d) ______ there be life on Mars?

(e) I ______ be thirteen next month.

modals:	may, will, should, can, must

Activity 7

The words in brackets are homophones. Choose the correct option and fill in the blanks:

(a) ______are two coconut trees in______ garden. (there/their)

(b) Last Sunday, I _____ Munni at the bus-stop. She is my close ______. (mate/ met)

(c) I _____ why you often _____ about in the woods. (wander/wonder)

(d) My mother is ______ weak ______ walk. (to/too)

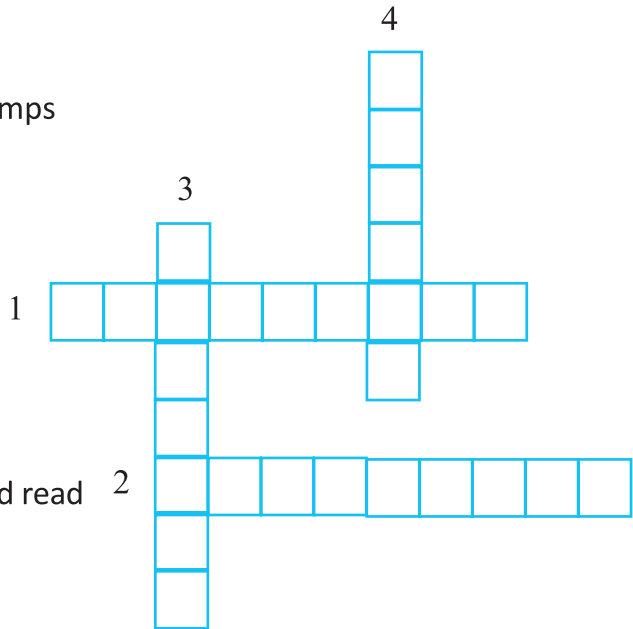
(e) The little _______ has _______ this bouquet. (made/maid)

Activity 8

Solve the crossword puzzle with the help of the given cues:

Across:

1: hobby of collecting postage stamps

2: study of stars and planets

Down:

3: house where books are kept and read

4: a person who makes pots

Activity 9(a)

Match the words in column `A' with their synonyms in column `B':

A		B	
(i)	castle	(a)	wild
(ii)	rustic	(b)	flower
(iii)	savage	(c)	fort
(iv)	blossom	(d)	tired
(v)	weary	(e)	rural

Activity 9(b)

Make sentences with the words given in column `A' of Activity 9(a)

Activity 9(c)

Add prefix or suffix to the following words to form opposites:

secure, patient, hope, appear, bound

Let's talk:

Suppose you have been selected to represent your school in a district-level sports event. Describe your feelings to the class.

Let's do:

Activity 10

Write a paragraph in about seventy words on the famous Bengali writer Bibhutibhusan Bandyopadhyay. Use the following hints:

Hints:

born on 12th September 1894—father Mahananda Bandyopadhyay and mother Mrinalini Devi—early education at Bangaon High School—intermediate and graduation from Ripon College, now known as Surendranath College of Kolkata—worked as Headmaster at Jangipara High School and later at Harinavi Anglo-Sanskrit Institution—famous novels are *Pather Panchali*, *Aparajito*, *Aranyak*, *Debjan*, *Icchamati*, *Chander Pahar* etc.—died on 1st November, 1950

Lesson 1

The Wind Cap

Jane Yolen

Let's start:

Jane Hyatt Yolen (1939–) is an American author and editor of folklore, fantasy, science fiction, and children's books. She has written over 280 books, the best known of which are *The Holocaust Novella* and *The Devil's Arithmetic*. The present text is an edited version of her popular short story of the same name.

Let's share:

1. Do you think living on a ship on the sea is more enjoyable than living on land?
2. How do you think our lives would change if we have magic power to control the weather?

Let's read:

There was once a lad who wanted to be a sailor but his mother would not let him go to the sea. "Child, what do you know of sailing?" she would say. "You're a farmer's son, you know the turn of the seasons and the smell of the soil but you do not know the sea."

Now the boy whose name was Jon, had always obeyed his mother. So he went about his farm work with a heavy heart but did not again **mention** the sea.

One day, he had been walking behind the plough. He all but ran over a tiny green turtle on a **clod** of dirt. He picked the turtle up and set it on his head where he knew it would be safe. When he was done with ploughing, Jon **plucked** the turtle

from his head. To his utter surprise he found that it had turned into a tiny green fairy man that stood upon his palm and bowed.

"I thank you for your kindness, tell me your heart's desire and I'll grant it to you for saving my life," said the fairy. Jon bowed back but said nothing. Although his heart **yearned** to go out to the sea , he did not express his wish.

The green fairy man could read a heart easily so he said, "I see you wish to go sailing". Jon's face answered for him.

Word nest:

mention	:	write or speak about without giving much information
clod	:	lump of earth or clay
plucked	:	to remove from a place or position
yearned	:	had strong desire

Let's do:

Activity 1

Tick the correct alternative:

(i) The lad had wanted to be a (a) doctor (b) sportsman (c) sailor.

(ii) Mother told the lad that he knew the smell of the (a) soil (b) food (c) flower.

(iii) Jon put the turtle on his (a) back (b) head (c) hand.

(iv) The fairy man wanted to know Jon's (a) age (b) name (c) heart's desire.

Activity 2

Rearrange the following sentences in the correct order and put the numbers in the given boxes:

(1) Jon met the tiny green turtle. ☐

(2) Mother said Jon was a farmer's son. ☐

(3) The turtle changed to the tiny green fairy man. ☐

(4) Jon plucked the turtle from his head. ☐

(5) Jon did not express his wish. ☐

(6) Jon bowed back. ☐

Activity 3

Answer the following question:

Why do you think Jon thought that the turtle would be safe on his head?

Let's continue:

"Since you put me on your head like a hat to keep me safe, I shall give you a different kind of cap in return, the kind sailors most desire. A cap full of wind. But there's one warning, no human hand will ever be able to take it off."

Then with a **blink**, the fairy man disappeared leaving a striped cap behind. Young Jon put the cap on his head and ran home to tell his mother.

"No good will come of the wind cap," she said. But the lad would have none of her **cautions**. The very next day, putting on the sailor's cap, he ran off to the sea. On seeing a ship **anchored** near the shore, he requested the captain to take him along. Thus began his first ever sea voyage!

Well, the wind cap worked as the fairy had said but that one condition **prevailed**!

Now that was both bad and good. It was bad because Jon could neither take his cap off before his captain nor at bedtime. And it was good because neither could he lose the cap nor could it be stolen from him.

Since it was wind that sailors called for, and wind that Jon could supply he soon became very popular. When he **twisted** the cap he could **summon** the east wind and the west wind. He could also turn it to call both the north as well as the south wind. The captain would therefore never part with his **prized** sailor and let him **ashore**.

For a year and a day, young Jon did not set foot on land. He saw nothing but the **churning** of the waves. Soon there grew in his heart a strong desire to see the land.

Word Nest:

blink	:	open and shut the eyes very quickly
cautions	:	warnings
anchored	:	held a ship firmly in position
prevailed	:	existed
twisted	:	bent into a particular shape
summon	:	order to appear
prized	:	very valuable
ashore	:	come on land
churning	:	moving violently

Let's do:

Activity 4

Complete the following sentences with information from the text:

(a) The cap that sailors most desire ________________________________

(b) Seeing a ship anchored near the shore ____________________________

(c) By twisting the cap, Jon could summon ___________________________

(d) Jon desired to see the land because _____________________________

Activity 5

Answer the following questions:

(a) Why did the fairyman offer Jon the wind-cap?

(b) What was the condition that was associated with the wind cap?

(c) Why did Jon become popular with the sailors?

Let's continue:

" Oh, let me go ashore just for one day," he begged the captain when they had sighted land. He promised he would return but the captain was unmoved. However, Jon could not stop dreaming of the land.

One quiet afternoon, he lay fast asleep and fell to dreaming again. Unknown to him, the ship stood **offshore** from his old farm. In Jon's dream the seasons turned rapidly and as each turned, so did Jon in his bed. Consequently, the cap on his head twisted round and about. It called up a **squall** from the clear sky that hit the ship without a warning.

The wind had been whirling about the boat tearing the sails and **snapping** the **spars**. "It's his fault," the sailors cried. They shouted in anger and fear and tried to rip the cap off his head.

Well, they were unsuccessful, for it was a fairy cap. They pulled it and twisted it

and so the squall became a storm, the mightiest they had ever seen. The captain ordered his men to bring Jon before him. In anger, he grabbed him by the tail of his striped cap, twisted him thrice and flung him out to the sea .But the winds called up by the cap **spun** the ship three times around.

As Jon went under the waves, the cap came off his head. Soon the storm stopped, and Jon swam ashore. The cap followed him. When he got to the land, Jon picked up the cap and ran home to his mother and farm.

Again in the winter, when the snow lay heavy on the fields, he began to dream of the sea. Jon went to the **wardrobe**, got out the fairy cap and stared at it for a long moment. **Tucking** it in his shirt , he ran out to the field. He placed the wind cap under a stone where he knew the fairy man would find it. Then he left again for the seas.

For the rest of his life, Jon spent half the year on a ship and half on the shore till at last he owned his own boat and a hundred acre farm land. From then on he came to be known as Captain Turtle for he was as much at home on the water as he was on the land.

Word nest:

offshore	:	a little away from the sea shore
squall	:	a sudden, strong wind
snapping	:	hitting suddenly with a sharp noise
spars	:	strong poles used to support the sails
spun	:	turned round and round quickly
wardrobe	:	a large cupboard for hanging clothes
tucking	:	folding and putting in place for a neat look

Let's do:

Activity 6

Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:

(a) Jon never dreamt about the land. ☐

____

(b) The squall was called up because Jon was sleeping. ☐

____

(c) The captain was angry with Jon. ☐

____

(d) Jon did not return the wind-cap to the fairy man. ☐

____

Activity 7

Answer the following questions:

(a) Why did the sailors try to rip off the cap from Jon's head?

(b) How did Jon divide his time between land and sea?

(c) Do you think Jon was rightly called Captain Turtle? Give reasons for your answer.

(d) Why did Jon want to return the wind cap to the fairy man?

Let's learn:

Read the following sentence :

- The wind **has been whirling** about the boat, tearing the sails and snapping the spars.

In the above sentence, the tense of the verb suggests an action which began at some time in the past and is still continuing.

Let's do:

Activity 8 (a)

Underline the verbs in the following sentences that suggest actions that began in the past and are still continuing:

(i) They have been travelling for ten hours.

(ii) He thanked me for what I have been doing.

(iii) The baby has been sleeping all day.

This kind of tense is called **Present Perfect Continuous Tense**.

Let's learn:

Read the following sentence :

- One day he **had been walking** behind the plough.

In the above sentence, the tense of the verb is used for an action that began before a certain point in the past and continued up to that time.

Activity 8 (b)

Underline the verbs in the following sentences which suggest actions that began before a certain point in the past and continued up to that time:

(i) They had been playing in the field for an hour before mother called them.

(ii) When I visited my uncle, he had been teaching in a school there for five years.

(iii) Rita had been studying in our school for the last eight years since I met her.

This kind of tense is called **Past Perfect Continuous Tense**.

Let's do:

Activity 8 (c)

Fill in the blanks with either the Present Perfect Continuous or Past Perfect Continuous Tense:

(i) The rain ____________________ when I left home. (pour)

(ii) The engineers ________________ the bridge for the past few months. (build)

(iii) The performers __________________ since evening. (sing)

(iv) At that time, Mr. Roy _______________ poems for one month. (write)

Activity 9

Replace the underlined words with their antonyms:

(a) Jon had always <u>obeyed</u> his mother.

(b) Jon <u>began</u> his first ever sea voyage.

(c) He became very <u>popular</u> with the sailors.

(d) In Jon's dream the seasons turned <u>rapidly</u>.

Let's talk:

Jon returned the wind cap to the fairy man although it had fulfilled his wishes.Would you have done the same had you been in Jon's place? Discuss in groups.

Let's do:

Activity 10(a)

Imagine you are out on the open sea in a boat with waves rising all around you. Would you feel scared or excited? Write a paragraph in about eighty words describing your experience of the sea voyage.

Activity 10 (b)

Suppose you had wished to perform on stage for a long time. On the occasion of your school's annual function, you finally got a chance to do so. Write a letter to your friend describing how you felt when your wish was fulfilled.

Let's work together :

Draw a large picture of Captain Turtle and show it to your class. Write four sentences on what you have drawn.

Lesson 2

Clouds

Intizar Hussain

Let's start:

Intizar Hussain, born in 1923, is a famous writer from Pakistan who writes short stories and novels in Urdu, and also columns for newspapers in English. He has received many awards in Pakistan, India and the Middle East. *The Seventh Door and Leaves* are among his books translated into English. His Urdu short story *Badal* has been translated as *Clouds* by Rakshanda Jalil. The present text is its edited version.

Let's share:

(1) Which season do you like the most? Name three objects of nature that are commonly seen in that season.

(2) From the list given below, point out the action that you dislike the most and give reasons for your answer :

(a) sleeping

(b) playing

(c) waiting

Let's read:

He wandered far in search of the clouds, down winding paths and alleys, till he reached the old mud hut. There, he turned on to the dirt **track**. He saw a grass-cutter coming from the other direction, a bundle of freshly cut grass balanced on his head. He stopped the man and asked, "Have you seen the clouds there?"

"Clouds?"

The grass-cutter was amazed, as though he had been asked the most **peculiar** question.

"Yes, clouds."

He was disappointed to see that the grass-cutter was still mystified.

He walked on until he came upon a farmer ploughing his field. He asked him the same question, "Did the clouds come here?"

The farmer, too, couldn't make sense of the question. "Clouds?" he asked.

"Yes, clouds."

He was asking after the clouds like a man who has lost a child and asks **wayfarers** if they have seen a child wandering. Perhaps the clouds, too, were lost children and he was going around asking people about them. But no one could give him a satisfactory answer.

Word nest:

track	:	path
peculiar	:	strange
wayfarers	:	travellers

Let's do:

Activity 1

Rearrange the following sentences in the correct order and put the numbers in the given boxes:

(1) He saw a grass-cutter coming from the other direction. ☐

(2) The grass-cutter was surprised. ☐

(3) He reached the old mud hut. ☐

(4) He wandered in search of the clouds. ☐

(5) He asked the grass-cutter if he had noticed the clouds. ☐

(6) He turned onto the dirt track. ☐

Activity 2

Complete the following sentences with information from the text:

(a) The grass-cutter had a bundle ____________________________________

(b) He was disappointed to see ____________________________________

(c) The farmer could not ____________________________________

(d) He was asking for the clouds like ____________________________________

Activity 3

Answer the following question :

"But no one could give him a satisfactory answer" — Why do you think no one could give him a satisfactory answer?

Let's continue:

His mother was the first he had asked in the morning, "Ammaji, where have the clouds gone?"

"Who's gone where?" Ammaji said, as if he had asked an exceptionally stupid question.

"Clouds."

"Clouds! Have you lost your mind, boy? Hurry up, now. Wash quickly, eat your breakfast and go to school."

Dejectedly, he washed his hands and face, ate his breakfast and left home. But the question still haunted him: Where did the clouds go?

He remembered what he had seen the night before—clouds gathering in the dark sky. But when he went to sleep, the sky was clear and full of stars. When he awoke again, he had no idea of the time. All he knew was that it was the middle of the night. Up there in the sky, the clouds were rumbling. In the occasional flashes of lightning, they were dense and black. It looked as if it will be raining. Rain will have ruined his sleep, he knew. When he got up in the morning, he was amazed. The sky was clear and empty! Not a trace of rain in the courtyard. He was surprised and saddened—the clouds had moved across the skies without shedding a drop of rain.

And it saddened him to think that he had fallen asleep. Had he stayed awake, perhaps, the clouds would not have disappeared like that. It would have been the season's first rainfall.

The month of the rains was slipping away. He looked up once again at the skies. Not a single patch of cloud. The sun beat down on his head from a clear sky. In the fierce heat, he walked between the fields. His body was on fire, his throat dry. After crossing several fields, he saw a large tree in whose shade a **Persian wheel** turned gently. It was like he had reached an **oasis** in the middle of a desert. He reached the shelter of the tree and splashed the cool water from the Persian wheel on his dusty feet. Then he washed his hands and face and drank his **fill**.

Word nest:

oasis	:	an area in a desert with water and trees
Persian wheel	:	a simple water wheel for utilizing the power of flowing water
fill	:	to his satisfaction

Let's do:

Activity 4

Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:

(a) In the morning, the boy asked the first question to his father. ☐

____

(b) The boy's mother asked him to go to school. ☐

____

(c) When the boy got up in the morning, he saw that the sky was cloudless. ☐

____

(d) The boy was happy to think that he had fallen asleep. ☐

____

Activity 5

Answer the following questions:

(a) Which question haunted the boy?

(b) What did the boy see in the middle of the night?

(c) How did he feel as he walked between the fields?

(d) What did he do after reaching the shelter of the tree?

Let's continue:

Refreshed, he looked around. An old man sat on a wall by the Persian wheel. He looked at the old man, wanting to say something but hesitated. Finally he asked, "Did the clouds come here?"

The old man looked closely at him and said, "Son, when the clouds come, the earth and the sky know of their coming."

"But the clouds were here last night and no one got to know."

The old man said, "It is not enough for the clouds to come. I once lived in a place where it hadn't rained for ten years."

"Ten years?" He was open-mouthed.

He sat there listening to his tales. Suddenly, he realized how late it was.

He walked for miles in the sun and dust. He went back by the same dirt track he had taken to come there. The sun was still fiercely hot but when he reached the mud hut, he felt a **nip** in the air and the earth was damp underfoot.

As he neared his village, he saw the roads were wet. Trees that had been standing **draped** in layers of dust when he had left in the morning now looked freshly bathed. He felt a wave of happiness. He hurried home. He wanted to see how fresh and clean the jamun tree in his courtyard looked.

When he got home, he saw that the rain had changed everything. The jamun tree stood clean and scrubbed, freshly showered, and Ammaji was saying," That was a good shower, thank God!"

Raindrops were still rolling off the leaves of the jamun. He stood beneath the tree

and let them fall on his head and face. He raised his eyes to the sky and saw it clear, without even a wisp of cloud. He had walked so far in the dust and sun in search of the clouds, and in his absence they had come, shed their rain and gone away!

Word nest:

refreshed	:	revived
nip	:	chill
draped	:	covered

Let's do:

Activity 6

Fill in the chart with information from the text:

What	Why
(i) The boy was open-mouthed	
(ii) The earth was damp underfoot.	
(iii) The boy hurried home.	
(iv) When he got home, he saw everything had changed	

Activity 7

Answer the following questions:

(a) What did the old man say about the place where he once lived?

(b) How did the boy feel as he reached the mud-hut?

(c) What did the boy do as he stood under the jamun tree?

(d) Why did the clouds shed rain in the absence of the boy?

Let's learn:

Read the following sentence:

- It looked as if it **will be raining**.

In the above sentence, the verb (coloured words) denotes an action which will be in progress at a time in the future.

Let's do:

Activity 8 (a)

Underline the verbs that denote actions which will be in progress at a time in the future:

(i) I shall be reading a book next week.

(ii) You will be going to school tomorrow.

(iii) They will be visiting our house next month.

The verbs you have underlined are in the **Future Continuous Tense**.

A **Future Continuous Tense** is a form of a verb that denotes an action which will be in progress at a time in the future.

Let's learn:

Read the following sentence:

Rain **will have ruined** his sleep, he knew.

In the above sentence, the verb (coloured words) denotes an action that will be completed at a certain time in the future.

Let's do:

Activity 8(b)

Underline the verbs that denote actions that will be completed in the future:

(i) I shall have written the story by then.

(ii) He will have left before you go to see the doctor.

(iii) You shall have gone to the fair.

Let's learn:

The verbs you have underlined are in the **Future Perfect Tense**.

A **Future Perfect Tense** is a form of a verb that denotes an action that will be completed by a certain time in the future.

Let's do:

Activity 8(c)

Read the following sentences. Identify the future continuous tense and future perfect tense and fill in the table given below:

(i) I shall be playing in the field.

(ii) She will have recited the poem.

(iii) You will have enjoyed the picnic.

(iv) They will be coming soon.

Future Continuous Tense	Future Perfect Tense

Activity 9

Write the antonyms of the underlined words by using the prefixes from the Help Box:

(a) It is possible for him to lift the chair.

(b) His handwriting is legible.

(c) Their claim is not reasonable.

(d) He believes his friend.

Help Box : dis-, un-, im- ,il-

Let's talk:

Discuss with your partner how it would be like to sail through the sky riding on a cloud.

Let's do:

Activity 10(a)

Write a story in about eighty words using the following hints:

two friends passing through a forest—a bear came—one friend climbed a tree—the other friend could not climb the tree—helpless—lay down like a dead man—bear came near the man—thought he was dead—went away

Activity 10(b)

Suppose you have been waiting for a piece of good news. Write a paragraph in about eighty words on your experience of waiting:

the news you waited for—what you did while waiting—whether the news had come—your feelings.

Let's work together:

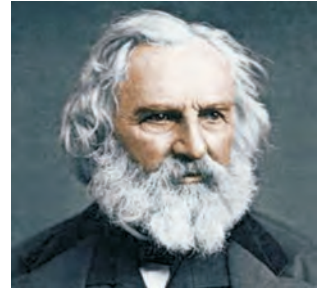
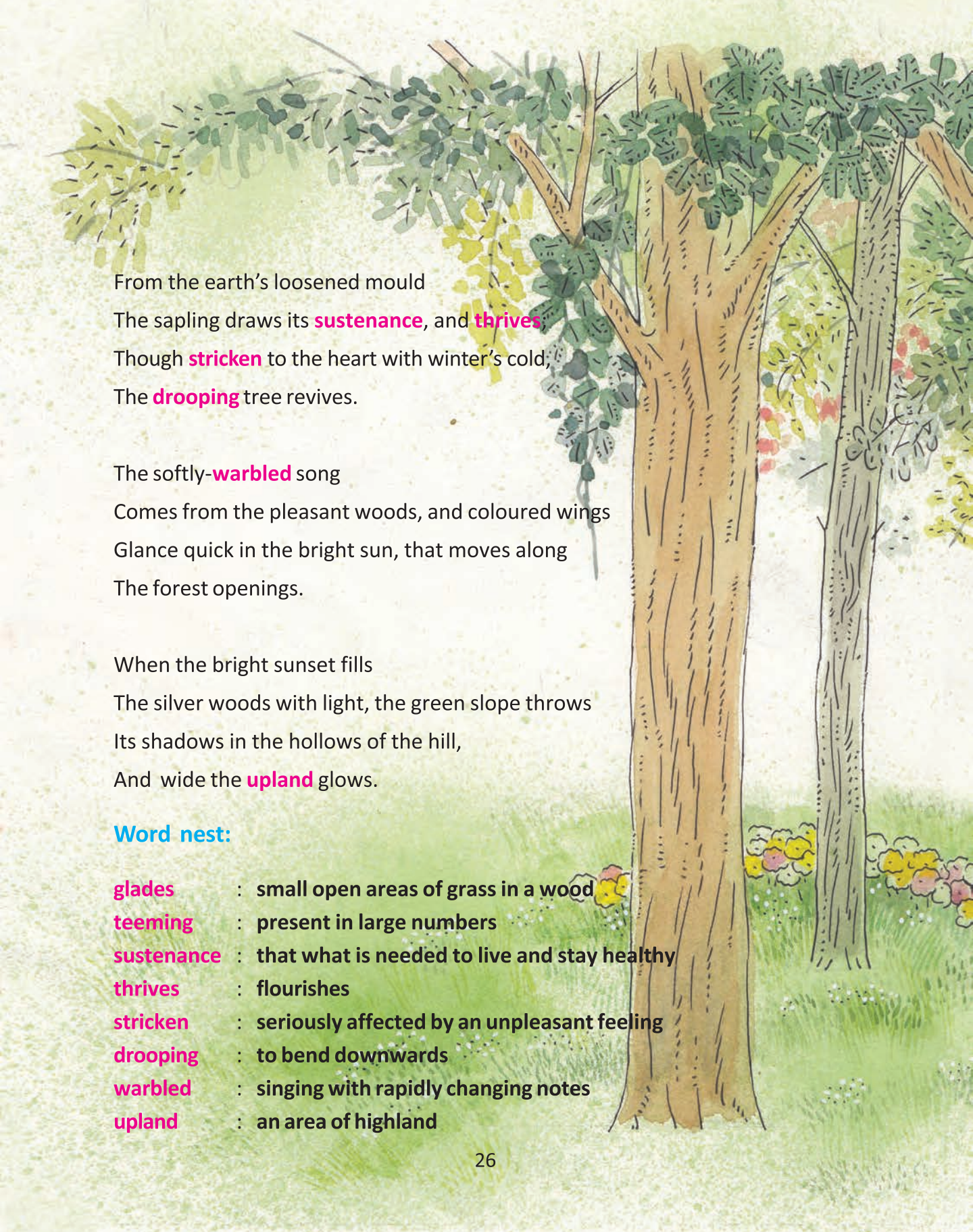
Draw a picture of a rainy day on a sheet of chart paper. Write four sentences on why you like or dislike a rainy day.

Lesson 3

An April Day

Henry Wadsworth Longfellow

Let's start:

Henry Wadsworth Longfellow (1807 - 1882) was one of the most famous American poets of his day. Longfellow is well known for his lyric poems, noted for their musicality. His first major poetry collections were *Voices of the Night* (1839) and *Ballads and Other Poems* (1841). The present text is a part of Longfellow's poem of the same name.

Let's share:

(1) What pleasure do you think is there in closely observing nature?

(2) How would you feel on a warm sunny day, walking through a green wood?

Let's read:

When the warm sun, that brings
Seed-time and harvest, has returned again,
'T is sweet to visit the still wood, where springs
The first flower of the plain.

I love the season well,
When forest **glades** are **teeming** with bright forms,
Nor dark and many-folded clouds foretell
The coming-on of storms.

From the earth's loosened mould
The sapling draws its **sustenance**, and **thrives**;
Though **stricken** to the heart with winter's cold,
The **drooping** tree revives.

The softly-**warbled** song
Comes from the pleasant woods, and coloured wings
Glance quick in the bright sun, that moves along
The forest openings.

When the bright sunset fills
The silver woods with light, the green slope throws
Its shadows in the hollows of the hill,
And wide the **upland** glows.

Word nest:

glades : **small open areas of grass in a wood**
teeming : **present in large numbers**
sustenance : **that what is needed to live and stay healthy**
thrives : **flourishes**
stricken : **seriously affected by an unpleasant feeling**
drooping : **to bend downwards**
warbled : **singing with rapidly changing notes**
upland : **an area of highland**

Let's do:

Activity 1

Tick the correct alternative:

(i) When the warm sun has returned again, it is nice to (a) sing out loud (b) visit the still wood (c) sail down the river

(ii) The sapling draws its sustenance from (a) the blue sky (b) rainwater (c) earth's loosened mould

(iii) The birds (a) glance quick in the bright sun (b) sit on the branches of the trees (c) peck at the grains from the ground

(iv) The green slope throws its shadow upon (a) the mountain (b) the hollows of the hills (c) the sand dunes

Activity 2

Complete the following sentences with information from the text:

(a) Spring is the season of____

(b) The coming-on of storms is foretold by____________________________

(c) The birds move along____

(d) The bright sunset fills____

Activity 3

Answer the following question:

Why do you think the poet "loves the season well?"

Activity 4

Fill in the chart with information from the text:

Who	Did what
(i) The first flower	
(ii) The forest glades	
(iii) The sapling	
(iv) The drooping tree	

Activity 5

Answer the following questions:

(a) Why is it sweet to visit the wood during springtime?

(b) What does winter's cold do to the tree?

(c) What time of the day do you think it is when "the green slope throws its shadows in the hollows of the hills"?

(d) Why do you think the poem is titled "An April Day"? Suggest an alternative title.

Activity 6(a)

Fill in the blanks with the correct verb forms from those given in brackets:

(i) He __________ here for the last two years.(worked, is working, has been working)

(ii) The baby __________ all morning.(cries, has been crying, had cried)

(iii) It __________ for a long time before we went to school.(had been raining, rained, rains)

(iv) The passengers of the train __________ fast when the accident occurred. (slept, had been sleeping, sleep)

Activity 6(b)

Fill in the blanks with either the Future Continuous tense or Future Perfect tense of the verbs given in brackets:

(i) I suppose it _______________ when we start. (rain)

(ii) He _____________ us next week.(meet)

(iii) She _________ Jamshedpur by then.(reach)

(iv) This book is not fat, I ___________ it by lunch time.(read)

Activity 7

Make meaningful sentences of your own with the following words:

(a) harvest : ____

(b) teeming : ____

(c) thrives : ____

(d) glance : ____

Let's talk:

Why do you think harvest-time is a time of joy? Discuss in groups.

Let's do

Activity 8(a)

Write a paragraph in about eighty words on the changes that you see in nature when spring comes after winter.

Activity 8(b)

You have a separate routine of work in the morning and in the evening. Write a page in your diary on that part of the day which you prefer more.

Let's work together:

The poet Shelley once wrote, "If Winter comes, can Spring be far behind?"

Form groups and search for more such lines on the Spring season. Write down the lines on a sheet of chart paper. Hang it on the wall of your classroom. You may take the help of your teacher.

Lesson 4

The Great Escape

Sugata Bose

Let's start:

Sugata Bose is a historian, author and the Gardiner Professor of Oceanic History and Affairs at Harvard University. Born to the eminent freedom fighter Dr. Sisir Kumar Bose and Mrs.Krishna Bose, he is the grandnephew of Netaji Subhas Chandra Bose and the grandson of Sarat Chandra Bose. In 2011, Bose published *His Majesty's Opponent*. The present text is an excerpt from this book.

Let's share:

(1) What qualities do you think you should possess in order to be a leader?

(2) If you had been born before independence, what do you think you could have done for your country?

Let's read:

Netaji Subhas Chandra Bose (born 23 January 1897), was one of the most famous Indian nationalist leaders who fought for India's Independence from British rule. To this purpose he founded the Indian National Army (INA) which included a women's regiment too. In 1941 the British Government put Subhas under house arrest, that is, confined him in his own house. The following narrative describes the exciting and courageous escape of Subhas Bose from the clutches of the British to continue his struggle for India's freedom.

Looking pale and thin, with a bushy half-grown beard, Subhas was **reclining** on his pillows when Sisir, his nephew, entered Subhas's bedroom that December afternoon. Subhas made him sit to his right on the bed. Looking intensely at Sisir, he said, "Can you do some work for me?"

Sisir nodded.

The task, as it turned out, was to help plan and carry out Subhas's escape from India. Sisir would have to drive his uncle, in the dead of the night, to a railway station far away from Calcutta.

From his uncle's residence at Elgin Road, Sisir walked back that night to his own house at 1, Woodburn Park in a state of wonder and **subdued** excitement.

The police were keeping watch on Subhas's house. Though it was normal for a nephew to visit an **ailing** uncle, Subhas had an **additional** excuse for meeting his nephew. Sisir was good at **operating** the radio. He helped Subhas listen to foreign **broadcasts**.

Subhas and Sisir discussed various means of escape. Finally, they decided to drive out, in the most natural **fashion**, through the main gate. Sisir owned a German car called the Wanderer, which he and Subhas chose for their journey.

Word nest:

reclining	:	leaning back
subdued	:	hushed
ailing	:	sick
additional	:	extra
operating	:	functioning
broadcasts	:	radio messages
fashion	:	way

Let's do:

Activity 1

Rearrange the following sentences in the correct order and put the numbers in the given boxes:

(1) Subhas and Sisir chose the Wanderer for their journey. ☐

(2) Sisir entered Subhas's bedroom that December afternoon. ☐

(3) The police were keeping a watch on Subhas's house. ☐

(4) Sisir was to help plan and carry out Subhas's escape from India. ☐

(5) Subhas's nephew helped him listen to foreign broadcasts. ☐

(6) Sisir walked back to his own house in a state of wonder and excitement. ☐

Activity 2

Complete the following sentences with information from the text:

(a) On a December afternoon, Sisir ____________________________________

(b) The task that Subhas gave Sisir was ________________________________

(c) 1, Woodburn Park was ____

(d) The escape plan of Subhas and Sisir was ____________________________

Activity 3

Answer the following question:

Why did Subhas and Sisir, as their plan of escape, decide to drive out in ' the most natural fashion through the main gate'?

Let's continue:

Subhas had **cabled** Akbar Shah to meet him at Calcutta. Akbar Shah was a co-worker in the freedom struggle against British Raj. He operated in the north-western **frontier provinces**. He was to help Subhas escape.

Akbar Shah came to Calcutta.He was introduced to Sisir. Together they went to a shop in Central Calcutta where they purchased **baggy** shalwars(trousers) and a black **fez** for Subhas's disguise. Later, Sisir also purchased a suitcase, a **bedroll**, shirts and pillows. Subhas was to carry these with him in the journey. Sisir then went to a printer's shop. He ordered a set of calling cards which read: 'Muhammad Ziauddin, Travelling Inspector, the Empire of India Life Insurance Co. Ltd.'. This was the false identity with which Subhas was to travel.

On 16th January, 1941, Sisir finished his dinner early and drove to Elgin road around 8.30 pm. He parked the Wanderer at the back of the house.

Sisir and Subhas had maintained total secrecy about the plan of escape. None of the family members knew anything except Subhas's niece Ila and a male cousin, Dwijen. Subhas and Sisir waited until the rest of the Bose family had fallen asleep.

Subhas had changed into his disguise as Muhammad Ziauddin. He was dressed in a long, brown coat, baggy shalwars and a black fez. He wore gold wire-rimmed spectacles.

It was 1.35 am. The night was moonlit. Dwijen signalled from an upstairs window that no policeman was nearby. By day, the policemen sat on a charpoi at the corner of Elgin Road and Woodburn Road. They paced up and down the street before Subhas's house. On the cool winter night of January 16th, they had preferred the comfort of the warm blankets on the charpoi.

Word nest:

cabled	:	telegraphed
frontier	:	border
provinces	:	regions
baggy	:	loose-fitting
fez	:	a felt cap, shaped like a flat topped cone
bedroll	:	bedding rolled up for carrying

Let's do:

Activity 4

Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:

(a) Akbar Shah operated in the north-eastern frontier provinces. ☐

____

(b) The items of clothing for Subhas's disguise were purchased from a shop in South Kolkata. ☐

____

(c) Everyone in Subhas's family was aware of his plan of escape. ☐

____

(d) The policemen preferred warm blankets on the cool , winter night of 16th January. ☐

____

Activity 5

Answer the following questions:

(a) What items were purchased for Subhas to be carried with him on his journey?

(b) What was the real identity of Muhammad Ziauddin?

(c) Why do you think Subhas had to put on a false identity?

Let's continue:

Subhas and Sisir hugged the inner wall of the long house-corridor and **tiptoed** down the back stairs to the car. Subhas sat in the back, Sisir drove the car. He started the engine and drove out from 38 / 2 Elgin Road as he had done on so many past occasions. At Subhas's Elgin Road residence, the light glowed in his bedroom to give the impression that he was still there. As Calcutta slept, uncle and nephew crossed Howrah Bridge and went beyond the city's **precincts**. Subhas poured Sisir coffee from a **thermos**. They shared a few anxious moments together when the car engine faltered once. It started again and Sisir dashed at high speed through the dark night. At around 8.30 am, they arrived at Bararee, near Dhanbad. They put up at the house of Sisir's brother, Ashok. Subhas kept his disguise on as Muhammad Ziauddin, and said he had come on insurance business, and was given a room to rest during the day. They met and talked in the evening and had an early dinner.

Muhammad Ziauddin left alone for Gomoh station which was some distance away. He wanted to catch the Delhi-Kalka Mail from there.

A little further from the house, Sisir picked him up in his Wanderer and drove towards the railway station. They reached Gomoh station in the moonlit night. A sleepy porter collected their luggage.

"I am off—you go back", Subhas said as parting words. Sisir watched him mount the railway overbridge and walk across it with his usual majestic **gait**. He disappeared into the darkness towards the platform on the opposite side. The Delhi-Kalka Mail released steam. Sisir heard the rhythmic **clutter** of the wheels and saw the train lights moving away.

Word nest:

tiptoed	:	walked without making any sound
precints	:	boundary
thermos	:	flask
gait	:	manner of walking
clutter	:	continuous noise

Let's do:

Activity 6

Fill in the following chart with information from the text:

What	Why
(i) Subhas and Sisir tip-toed down the back stairs	
(ii) The light glowed in Subhas's bedroom	
(iii)	The car engine faltered.
(iv)	Subhas wanted to catch the Delhi-Kalka Mail.

Activity 7

Answer the following questions:

(a) In which direction did Sisir drive after leaving Elgin Road?

(b) Who was Ashok? How did he help in Subhas's escape?

(c) Describe Sisir's last sight of Subhas.

(d) Why did Sisir pick Subhas up in his car a little further from Ashok's house?

Let's learn:

Read the following sentences carefully:

(1) Sisir would have **to drive** his uncle.

(2) Subhas was **to travel** with this false identity.

In sentences (1) and (2) the coloured words take an object.

Let's do:

Activity 8(a)

In the following sentences, underline the words that act like verbs and take objects :

(i) He likes to play badminton.

(ii) His habit is to read the newspaper daily.

(iii) Her greatest pleasure is to dance.

The expressions that you have underlined are called the **Infinitives**.

Note: The word 'to' is frequently used with the **infinitive**.

Activity 8(b)

Underline the Infinitives in the following sentences:

(i) Raja is not afraid to speak the truth.

(ii) The teacher was extremely sorry to hear it.

(iii) The guava is fit to eat.

(iv) To find fault is easy.

Activity 9

Add suitable prefix or suffix to the given words in brackets and fill in the blanks to complete the sentences meaningfully:

(a) The children were full of ________________ (excite) as they went for a picnic.

(b) We should not _____________ (courage) anyone.

(c) It was a _____________ (comfort) journey, as I got a place to sit.

(d) India became an __________ (dependent) nation in 1947.

Let's talk:

Imagine your neighbour's house is on fire. Discuss with your friends how you would help your neighbour to escape from the dangerous situation.

Let's do:

Activity 10(a)

Suppose you have read an interesting adventure story recently. Write a letter in about eighty words to your aunt describing the story and telling her why you liked it.

Activity 10(b)

Write a summary of the following passage:

Mahatma Gandhi was very honest from his childhood. He never resorted to any unfair action. One day, while Gandhi was in school, an Inspector of schools came on a visit. The Inspector entered the classroom where Gandhi was sitting with other students. The Inspector gave a couple of English spellings to the students to write. Gandhi had written one incorrect spelling. The class teacher noticed this and indicated with his eyes to Gandhi to copy the correct spelling from another student's exercise book. But he did not do this. After the Inspector left, the class teacher scolded him for not following his instruction. Gandhi replied bravely that copying was dishonest and that is why he had not done it. (119 words)

Let's work together:

You must have heard many patriotic songs. Take a sheet of chart paper and write down as many songs as you can find that celebrate the glory of India. You may learn the songs and perform them in school programmes.

Graphics : *Samindranath Majumdar*

Lesson 5

Princess September

W. Somerset Maugham

Let's start:

William Somerset Maugham (1874-1965) was a British playwright, novelist and short story writer. During and after the wars, he travelled to India and South East Asia. *Of Human Bondage* is regarded as Maugham's most important novel. His other important works include The *Razor's Edge*, *The Moon and Sixpence* etc. The present text is an adapted version of his short story of the same name.

Let's share:

(1) How do you think our life would be if we had no friends to share our joys and sorrows with?

(2) Observe and state the difference in your feelings when—

(a) you are looking at a distant tree from your window

(b) you go and sit under that very tree

Let's read:

Princess September, the daughter of the king of Siam, was very unhappy. She was weeping alone one day in her own room when she saw a little bird **hop** in. Then the little bird began to sing. He sang a beautiful song all about the lake in the king's garden and the willow trees reflected in the still water. When he had finished, the Princess was not crying any more. "That was a very nice song", she said. "Would you want me to live with you?" said the little bird.

Princess September clapped her hands with delight. Then the little bird hopped on to the end of the bed and sang her to sleep. When she awoke the next day the little bird was still sitting there, and as she opened her eyes he said good morning. She stretched out the first finger of her right hand so that it served as a **perch**.

The little bird flew down and sat on it. Then she went through the palace and called on each of the princesses in turn. And for each of the princesses the little bird sang a different song.

The other princesses were jealous and visited September together. "Well, my dear," they said, "your little bird flies in and out just as he likes." They looked round the room. "Where is your bird now?" they said.

"He's gone off to visit his home," said September. "And what makes you think he'll come back?" asked the princesses.

"He always does come back", said September.

"Well, my dear," said the princesses, "if you take our advice, **pop** him into the cage and keep him there."

"But I like to have him fly around the room", said the Princess.

"Safety first," said her sisters **ominously**.

They got up and walked out of the room, shaking their heads, and they left September very uneasy. It seemed to her that the little bird was away a long time and she could not think what he was doing. He might forget her, or he might take a **fancy** to someone else!

Word nest:

hop	:	jump and skip
perch	:	to sit or stand on something
pop	:	put
ominously	:	in a warning manner
fancy	:	liking

Let's do:

Activity 1

Tick the correct alternative:

(i) When the little bird hopped into Princess September's room, she was (a) clapping her hands (b) crying alone (c) sleeping in her bed

(ii) The little bird perched on the (a) finger of the Princess (b) branch of the willow tree (c) window

(iii) The sisters of Princess September (a) loved her (b) were envious of her (c) hated her

(iv) Princess September was advised to (a) let the bird go free (b) hand the bird over to her sisters (c) put the bird in a cage

Activity 2

Rearrange the following sentences in the correct order and put the numbers in the given boxes:

(1) All the sisters came together to advise Princess September. ☐

(2) Princess September was crying alone in her room. ☐

(3) A little bird hopped on to the end of the Princess's bed. ☐

(4) Princess September feared that the bird might forget her. ☐

(5) The bird sang a beautiful song. ☐

(6) The Princess was advised to put the bird into a cage. ☐

Activity 3

Answer the following question:

How do you think Princess September spent her days when the bird was away?

Let's continue:

Suddenly, September heard a tweet-tweet just behind her ear. The bird had come in quietly. September felt her heart go thump-thump against her chest, and she made up her mind to take no more risks. She put up her hand and took hold of the bird. The bird was quite used to this, so he suspected nothing. He was surprised when she carried him to the cage, put him in, and shut the door on him. He hopped up on the **ivory** perch and said, "What is wrong?"

September said, "Some of mamma's cats are **prowling** about tonight, and I think you are much safer out here."

"Well, just for this once I don't mind" said the little bird, "so long as you let me out in the morning." He ate a very good supper and began to sing. But in the middle of his song he stopped.

"I don't know what the matter with me is," he said, "but I don't feel like singing tonight."

"Very well," said September, "go to sleep instead!"

So he put his head under his wing and in a minute was fast asleep. September went to sleep too. But when the dawn broke she was awakened by the little bird calling her at the top of his voice, "Wake up, wake up," he said. "Open the door of this cage and let me out. I want to have a good fly while the dew is still wet on the ground."

"You're much better off where you are," said September. "You have a beautiful golden cage!"

"Let me out, let me out," said the little bird.

"You'll have three meals a day. You'll have nothing to worry you from morning till night, and you can sing to your heart's content."

The little bird tried to slip through the bars of the cage, but he couldn't. He beat

against the door but of course he couldn't open it. He began to cry again: "Let me out, let me out!"

"I've only put you in the cage because I'm so fond of you", said Princess September.

But the little bird stood in the corner of his cage, looking out at the blue sky, and never sang a note. "Why don't you sing and forget your troubles?" said September.

"How can I sing?" answered the bird. "I want to see the trees and the lake and the green rice growing in the fields."

"If that's all you want, I'll take you for a walk," said September.

Word Nest:

ivory	:	a hard, yellowish material made from the tusk of an elephant
prowling	:	moving quietly and quickly with an intention of hunting

Let's do:

Activity 4

Complete the following sentences with information from the text:

(a) The little bird was surprised when ______________________________

(b) At dawn, the little bird wished to be let out from the cage because _____
____

(c) Princess September told the bird he was better off in the cage because
____

(d) The bird told the Princess that it could not sing as____________________
____

Activity 5

Answer the following questions:

(a) 'So he suspected nothing'. Who is 'he'? Why did he not suspect anything?

(b) Why did the little bird stop in the middle of his song?

(c) How did he try to free himself from the cage?

Let's continue:

She picked up the cage and walked down to the lake round which grew the willow trees. She stood at the edge of the rice-fields that stretched as far as the eye could see. "I'll take you out every day," she said. "I love you and I only want to make you happy."

"It's not the same thing," said the little bird. The rice-fields and the lake and the willow trees look quite different when you see them through the bars of a cage."

So she brought him home again and gave him supper. But he wouldn't eat a thing. The Princess was **anxious**. "Perhaps he'll have got used to his cage by tomorrow," she thought.

And next day when she awoke she cried out good morning in a cheerful voice. She got no answer. She jumped out of bed and ran to the cage. She gave a startled cry, for there the little bird lay with his eyes closed, and he looked as if he were dead. She opened the door and lifted him out. She gave a sob of relief, for she felt that his little heart was beating still.

"Wake up, wake up, little bird,' she said. She began to cry and her tears fell on the little bird. 'I cannot sing unless I'm free and if I cannot sing, I die," he said.

"Then take your freedom," the Princess said. 'I shut you in a golden cage because I loved you and wanted to have you all to myself. But I never knew it would kill you. Go. Fly away among the trees that are round the lake and fly over the green rice-fields. I love you enough to let you be happy in your own way."

She threw open the window and gently placed the little bird on the **sill**.

" I will come because I love you, little Princess," said the bird. "And I will sing you the loveliest songs I know. I shall go far away, but I shall always come back, and I shall never forget you."

Then he opened his wings and flew right away into the blue. September kept her

window open, day and night, so that the little bird might come into her room whenever he wished.

Word Nest:

anxious	:	concerned
sill	:	a narrow shelf below a window

Activity 6

Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:

(a) The little bird was happy to see the rice fields and the lake from within the cage. ☐

____

(b) When the bird did not eat a thing, Princess September grew anxious. ☐

____

(c) The next morning Princess found the bird hopping around the cage. ☐

____

(d) The bird was granted freedom. ☐

____

Activity-7

Answer the following questions:

(a) How did Princess September try to make the little bird happy?

(b) Why did the Princess give "a sob of relief"?

(c) Why was the little bird granted freedom by the Princess?

(d) "Then he opened his wings and flew right away into the blue." Would the little bird return to the Princess again? Give reasons for your answer.

Let's learn :

Read the following sentences:

(a) The willow trees reflected **in the still water**.

(b) She cried out good morning **in a cheerful voice**.

In the above sentences, the coloured words

- do not have subjects and predicates
- do not have finite verbs
- do not make complete sense

Let's do:

Activity 8 (a)

In the following sentences underline the groups of words that do not have a subject or a predicate and do not have a finite verb and do not make complete sense:

(i) Humpty Dumpty sat on a wall.

(ii) The sun rises in the east.

(iii) The farmer lived in a house made of straw.

The groups of words that you have underlined do not have a subject and a predicate.They do not have a finite verb and is incomplete in sense.

Such group of words is called a **Phrase**.

Let's learn:

Read the following sentence:

You have a beautiful cage **made of gold**.

In the above sentence, the group of coloured words—

- does the work of an Adjective,
- does not have a Subject and a Predicate,
- does not have a Finite verb.

Let's do:

Activity 8 (b)

In the following sentences, underline the groups of words that do the work of an Adjective:

(i) He was a man full of hope.

(ii) A necklace of great value was stolen.

(iii) This is a table made of wood.

The groups of words that you have underlined, do the work of an adjective, do not contain a Subject and a Predicate and do not contain a Finite verb. Such groups of words are called **Adjective Phrases**.

Let's learn:

Read the following sentence:

He stopped **in the middle of his song**.

In the above sentence, the group of coloured words—

- does the work of an Adverb,
- does not have a Subject and a Predicate
- does not have a Finite verb.

Let's do:

Activity 8 (c)

In the following sentences, underline the groups of words that do the work of an Adverb:

(i) The bird stood in the corner of his cage.

(ii) He spoke in a confident manner.

(iii) It's raining at this moment.

The groups of words that you have underlined, do the work of an adverb, do not have a Subject and a Predicate and do not contain a Finite verb. Such groups of words are called **Adverb Phrases**.

Let's learn:

Read the following sentence:

- I want **to have a good fly**.

In the above sentence, the group of coloured words—

- does the work of a Noun
- does not contain a Subject and a Predicate
- does not have a Finite verb.

Let's do:

Activity 8 (d)

In the following sentences , underline the groups of words that do the work of a Noun :

(i) Travelling by train gives me great pleasure.

(ii) The child refused to answer my question.

(iii) He wanted to go home.

The groups of words that you have underlined, do the work of a noun, do not have a Subject and a Predicate and do not have a Finite verb. Such groups of words are called **Noun Phrases**.

Let's do:

Activity 8 (e)

In the following sentences underline and identify the phrases:

(i) The wind blew with great speed.

(ii) The king wore a crown made of diamond.

(iii) The little girl did not know what to do.

(iv) She is a lady of great patience.

Let's learn:

Read the following sentences :

(i) **When he had finished**, the Princess was not crying anymore.

(ii) It seemed to her **that the little bird was away a long time**.

In the above sentences, the groups of coloured words—

- have Subjects and Predicates of their own
- have finite verbs,
- form parts of sentences.

Let's do:

Activity 8 (f)

In the following sentences, underline groups of words that have a Subject and a Predicate and form parts of the main sentences and have Finite verbs:

(i) He was surprised when she carried him to the cage.

(ii) He drew a picture which was very beautiful.

(iii) I did not go to school as I was unwell.

(iv) Indian cricket team is confident that it will win the match.

The groups of words that you have underlined have a Subject and a Predicate of its own, form parts of sentences and have Finite verbs. Such a group of words is called a **Clause**.

Let's learn:

Now look at the following sentence:

When she awoke the next day, the little bird was still sitting there.

The clause, **when she awoke the next day**, in the above sentence forms part of a complete sentence and is dependent on the main part of the sentence.

The clause **the little bird was still sitting there**, makes complete sense and is independent.

Let's do:

Activity 8(g)

In the following sentences, underline the main parts of the sentences that are independent and circle the clauses that depend on the main parts:

(i) Although he was unwell, he went out.

(ii) He is a king who is very powerful.

(iii) Rani said that he had met my brother.

(iv) When she was hungry, the baby cried out.

Let's learn:

The parts of the sentences that you have underlined—

- have Subjects and Predicates of their own
- make complete sense
- can stand on their own.

Such clauses are called **Principal** or **Main Clauses**.

The parts of the sentences that you have circled—

- have Subjects and Predicates of their own
- depend on the Principal Clauses.

Such clauses are called **Subordinate** or **Dependent Clauses**.

Let's do:

Activity 9

Replace the underlined words with their antonyms :

(a) The boy wrote a <u>different</u> story.

(b) The mother placed the child <u>gently</u> on the bed.

(c) On hearing the news he felt very <u>uneasy</u>.

(d) The gate was <u>opened</u> by the porter.

Let’s talk:

Discuss with your friends and give examples of the following emotions from the story:

(i) possessiveness

(ii) selflessness

Let’s do:

Activity 10(a)

Suppose you are a member of an organization that works for prevention of cruelty to animals. You come across a monkey in chains being made to perform tricks. You watch it for some time till it suddenly starts talking to you of its sorrow.

Now write an imaginary conversation which takes place between you and the monkey longing for its freedom.

Activity 10(b)

Suppose you have to obey the orders of someone from morning to night. You are not allowed to act according to your own will. Write a paragraph in about eighty words describing your feelings in this situation.

Let’s work together:

Bird-watching is a very popular hobby around the world. Find out more about our feathered friends of the sky and record your findings.

Lesson 6

The Sea

James Reeves

Let's start:

James Reeves (1909 -1978) was a British author principally known for his poetry, plays and contributions to children's literature. His books include anthologies for both adults and children. He was also well-known as a literary critic and broadcaster.

Let's share:

1. With which water body can you associate the following visual images?
   - sandy shores
   - salty water
   - foam
   - waves

2. We often make comparisons to express an idea more vividly, such as *red as a rose*, *brave as a lion*, etc.

   If you are asked to compare the sea to an animal, to which animal would you compare it? Why?

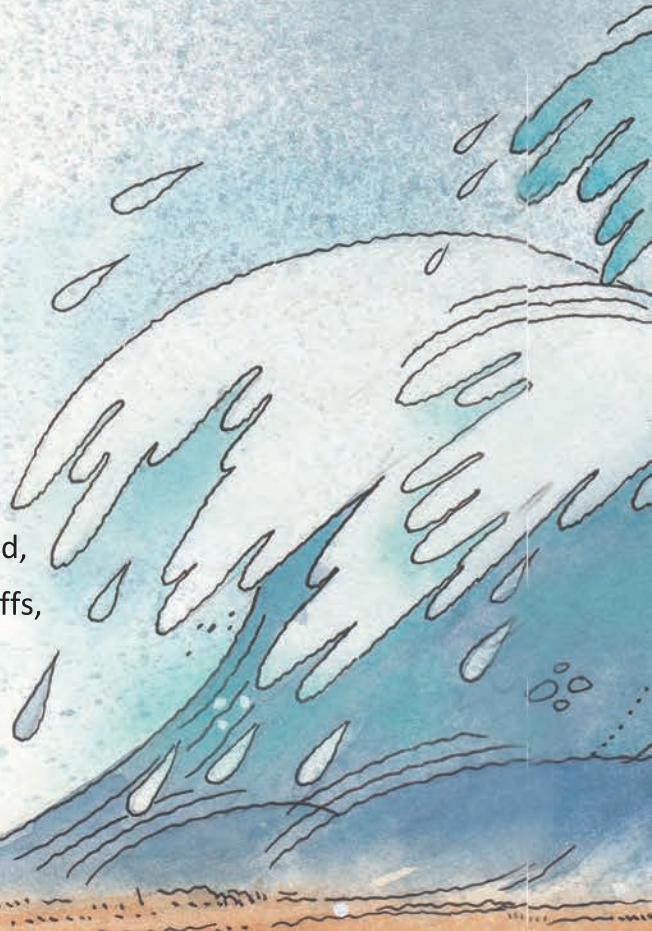
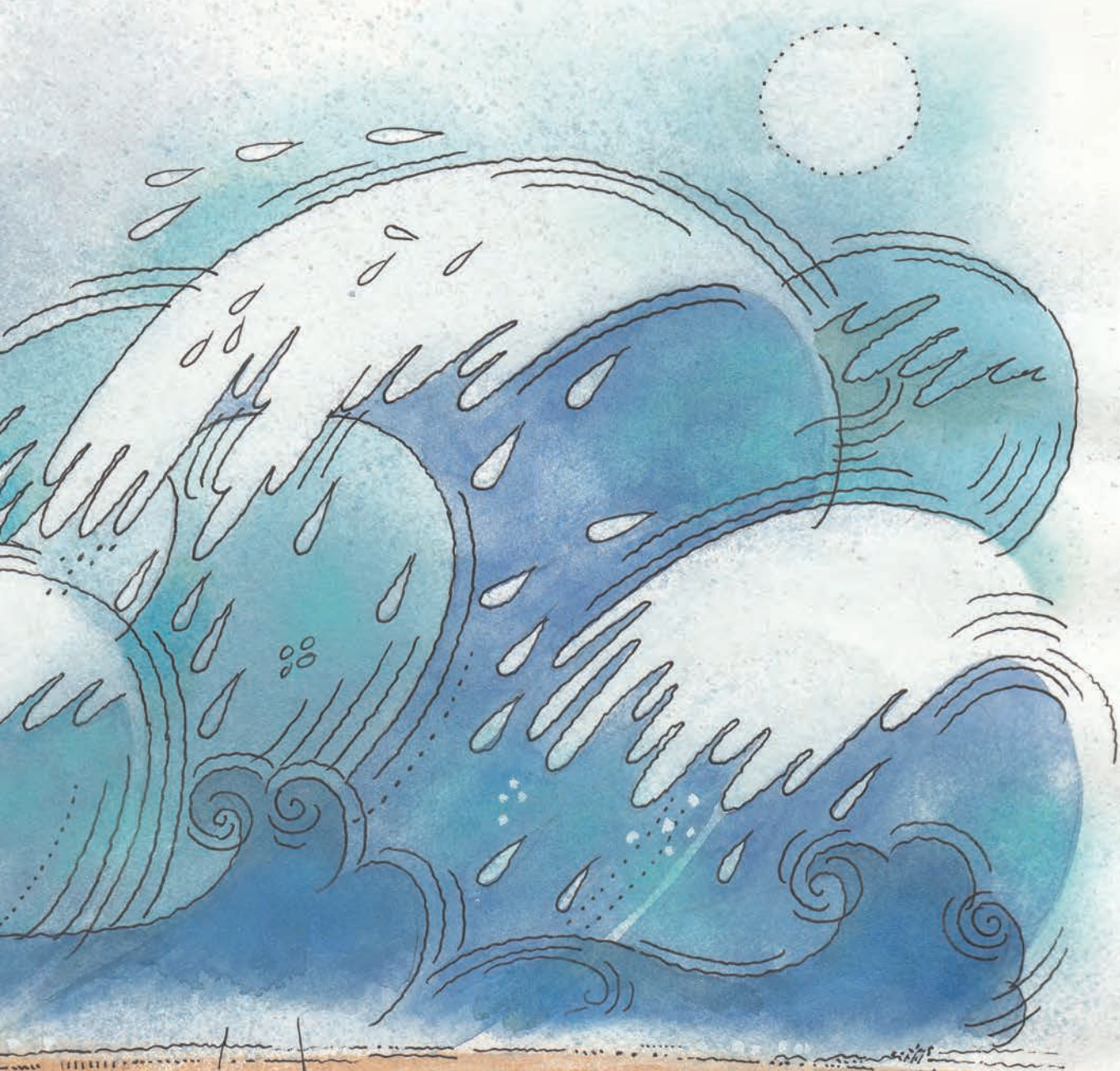
Let's read:

The sea is a hungry dog,
Giant and grey.
He rolls on the beach all day.
With his clashing teeth and **shaggy** jaws
Hour upon hour he **gnaws**
The rumbling, tumbling stones,
And `Bones, bones, bones!'
The giant sea-dog **moans**,
Licking his greasy paws.

And when the night wind roars
And the moon rocks in the stormy cloud,
He bounds to his feet and snuffs and sniffs,
Shaking his wet sides over the **cliffs**,
And howls and hollos long and loud.

But on quiet days in May or June,
When even the grasses on the **dune**
Play no more their reedy tune,
With his head between his paws
He lies on the sandy shores,
So quiet, so quiet, he scarcely **snores**.

Word Nest:

shggy

shaggy	:	**rough**
gnaws	:	**bites and chews**
moans	:	**howls**
cliffs	:	**overhanging pieces of rocks**
dune	:	**a hill of wind-blown sand**
snores	:	**to breathe during sleep with a harsh noise**

Let's do:

Activity 1

Tick the correct alternative:

(i) The sea is compared to a (a) lazy cat (b) active man (c) hungry dog.

(ii) The sea rolls on the beach (a) all day (b) all evening (c) only at night.

(iii) The sea, seen as a dog, has (a) greasy paws (b) sharp paws (c) small paws.

(iv) The sea remains quiet in the (a) beginning of the year (b) middle of the year (c) end of the year.

Activity 2

Complete the following sentences with information from the text:

(a) The sea rolls on the beach with his ____________________

(b) At night when the wind roars, the sea ____________________

(c) In May or June even the grasses on the dune ____________________

(d) On quiet days the sea, like a dog, lies on the sandy shores with ________
____

Activity 3

Answer the following question :

Why does the sea become quiet at a certain time of the year?

Activity 4

Fill in the following chart with information from the text :

Action	Done by whom
(i) licks his greasy paws	
(ii) roars	
(iii) rocks in the stormy cloud	
(iv) stop their tune	

Activity 5

Answer the following questions:

(a) What does the sea look like?

(b) Who rocks in the stormy cloud?

(c) Where does the sea shake at his wet sides like a dog?

(d) How do the grasses on the dune behave in May or June?

Activity 6(a)

Underline the infinitives in the following sentences:

(i) To lie is a sin.

(ii) I am sorry to disturb you again.

(iii) He wanted to retire from service.

(iv) To err is human.

Activity 6(b)

Read the following sentences. Identify the Noun phrases, Adjective phrases and Adverb phrases and fill in the chart given below:

(i) Food and shelter, she has none.

(ii) Her voice is pleasing to the ear.

(iii) Mrinal is a jewel of a boy.

(iv) Feel yourself at home.

Noun phrase	Adjective phrase	Adverb phrase

Activity 6(c)

Read the following sentences. Identify the Main or Principal clause and the Dependent clause and fill in the chart given below:

(i) I know a man who is a doctor.

(ii) Tell me who opened the door.

(iii) She is the girl who always takes care of her friends.

(iv) We shall stay at home if it rains.

Main clause	Dependent clause

Activity 7

Make meaningful sentences of your own with the following words:

(a) giant : ______________________________

(b) moans : ______________________________

(c) dune : ______________________________

(d) quiet : ______________________________

Let's talk:

Suppose you have plans to visit the sea-side. Tell the class when you would prefer to go:

- when the sea is stormy
- when the sea is calm

Give reasons for your answer.

Let's do:

Activity 8(a)

Write a story in about eighty words using the following hints:

a king, proud of his power—tells he can control everything on earth—takes his courtiers to the sea shore—orders the waves to move back—the waves lash at the feet of the king—the king moves back in fear

Activity 8(b)

Write a letter in about eighty words to your younger brother advising him to be kind to animals.

Let's work together:

Poster-making

We can express important and useful ideas through attractive posters. A good poster has—

- a plan
- a written message or information
- attractive colourful pictures

Work in groups.Make a poster highlighting the need to keep rivers and seas unpolluted.

Lesson 7

A King's Tale

Let's start:

King Arthur was a king of the Britons several hundreds of years ago. He was a very popular and brave king. There are many legends about him. The following tale is an adaptation from the ancient Arthurian legends.

Let's share:

Discuss the following questions in groups :

(1) What do you think should be the proper duty of a king?

(2) When kings fight among themselves, is it good or ill for the common people? Give reasons for your answer.

Let's read:

Many hundreds of years ago, England was ruled by a king called Uther-Pendragon. The king, who was friend and protector to all his people, was fair to everyone. The people of Britain lived in peace and happiness, tending their flocks and tilling their fields.

King Uther-Pendragon had married the beautiful Lady Igraine, and had a son. This child was the heir to the royal throne.

The king and the queen died soon after the baby boy was born. It was a difficult time. Many of the king's **opponents** were looking to seize the throne. King Uther-Pendragon had two wise counsellors—Merlin, a **prophet** and a magician, and the brave knight, Sir Ulfius. They were greatly trusted by the royal family. When the king and the queen were no more, the two counsellors met Sir Ector the Trustworthy, a loyal subject of the king, on a cold and windy midnight. They placed in his hands a baby wrapped in a **scarlet** cloak. Merlin said, "We order you and your wife to bring up this child as though he were your own son."

"The boy is to be called Arthur," Sir Ulfius said. Sir Ector, being a true **knight**, asked no questions and promised to obey his late king's counsellors.

As Merlin and Sir Ulfius had feared, trouble broke out in Britain after the passing away of the king. The **barons** were fighting among themselves and plotting to capture the throne. Britain was in the grip of lawlessness. Travellers were regularly robbed. The peasants were unhappy.

Word Nest:

opponents	:	persons one is fighting against
prophet	:	a person who claims to know something about the future
scarlet	:	bright red in colour
knight	:	a man of high social rank who has a duty to perform
barons	:	noblemen

Let's do:

Activity 1

Tick the correct alternative:

(i) During the reign of King Uther-Pendragon, the people of Britain lived a (a) peaceful (b) disturbed (c)unhappy life.

(ii) Merlin, the prophet and Sir Ulfius, the brave knight, were trusted by the (a) opponents of the king (b) members of the royal family (c) counsellors of the king.

(iii) The royal baby was to be brought up by (a) Sir Ulfius (b) Merlin (c) Sir Ector

(iv) After the passing away of King Uther-Pendragon,there was (a) lawlessness (b) prosperity (c) development in Britain

Activity 2

Rearrange the following sentences in the correct order and put the numbers in the given boxes:

(1) Sir Ector promised to obey Merlin and Sir Ulfius. ☐

(2) King Uther-Pendragon was loved by his people ☐

(3) There was trouble in Britain after the king and queen died. ☐

(4) Lady Igraine was the beautiful wife of King Uther- Pendragon ☐

(5) The two trusted counsellors placed in Sir Ector's hands the royal baby. ☐

(6) The royal baby was born to King Uther-Pendragon and Lady Igraine. ☐

Activity 3

Answer the following question:

Why do you think Merlin and Sir Ulfius entrusted Sir Ector with the baby of the dead king and queen?

Let's continue:

In the home of Sir Ector, Arthur, the son of the late king, was spending his boyhood in happiness and safety. As he grew older, he became gentle, strong, handsome and good like his father Uther-Pendragon.

Eighteen years passed. Britain was torn by bitter rivalry. None of the fighting barons had managed to become the king. The people longed for the old days of peace and prosperity under Uther-Pendragon.

It was Christmas time, a time of festivity. But all around Britain, people were hungry, cold and frightened. One day, in a churchyard, people found a large stone on which was fixed a magnificent sword. Upon the stone, in gold letters, was **inscribed**, " whoever pulls out this sword is by right of birth, the king of England." Immediately, the eager barons who longed to become the king, **jostled** among

themselves to lift the sword. None succeeded. The sword remained fixed to the stone.

It was Arthur, at the age of eighteen, who succeeded in lifting the sword for the first time. The barons were angry and disappointed. They demanded a test.

Upon a bright May morning, a great trial took place in the presence of many people. There were the peasants, the craftsmen, the merchants, as well as the barons. In front of everyone, Arthur, slender and young, lifted the sword easily. The crowd **hailed** him as the king.

After becoming the king of England, Arthur's first duty was to secure peace in England. He was helped by wise Merlin. Like his father, Arthur was concerned about the good of the common people. King Arthur fought battles so that no one could ill-treat the humblest of his subjects.

King Arthur had lost his royal sword in a battle. One day, Merlin took him to a valley of sweet-smelling flowers. At the edge of the plain there was a deep lake. As Arthur approached the lake, a beautiful arm with golden bracelets rose from the water. The hand held a sword set with rubies and emeralds.

Word Nest:

inscribed : to write or carve words onto something

jostled : to push roughly against somebody

hailed : welcomed

Let’s do:

Activity 4

Complete the following sentences with information from the text:

(a) After King Uther-Pendragon, Britain had no king because______________

(b) The magnificient sword was fixed__________________________________

(c) Arthur was eighteen when ____________________________________

(d) The beautiful arm that rose from the water__________________________

Activity 5

Answer the following questions:

(a) What was written upon the stone on which the sword was fixed?

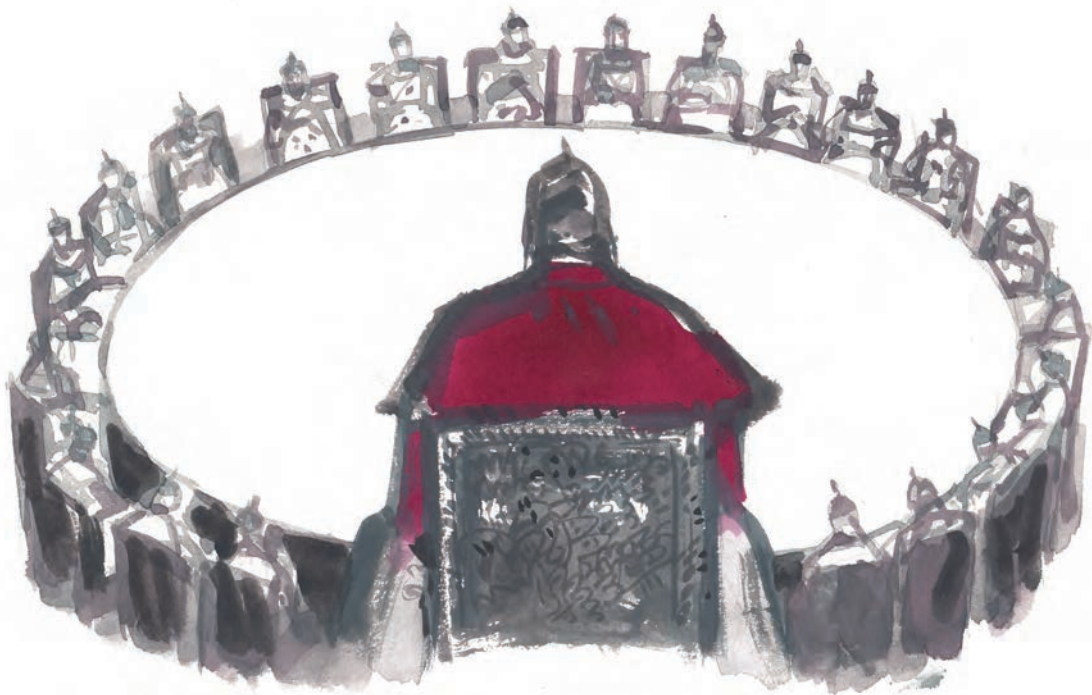
(b) What happened on the bright May morning?

(c) Why did Arthur need a new sword?

Let's continue:

"This is the Excalibur", Merlin said. "Only an honest and fearless knight who protects the common people can possess this sword."

King Arthur accepted the **enchanted** sword from the mysterious hand appearing from the depths of the lake. "I shall never use this magic sword for any personal benefit," King Arthur declared.

King Arthur could gift peace and prosperity to England. The greedy barons were unhappy with King Arthur because he was gentle and just. He married the beautiful Lady Guinevere, daughter of the king of Cornwall. On the wedding day, Merlin took him to a richly gilded pavilion, painted **crimson** and dark blue. The floor was marbled. In the middle of the room was a huge, round, oak table, richly carved, capable of seating fifty people. This was the famous round table around which gathered King Arthur's devoted knights. These knights promised that they would help the helpless, be gentle to the weak and to punish the wicked. To keep

their vows, the knights undertook countless **hazardous** adventures. The stories of their goodness and kindness spread throughout the country.

King Arthur ruled for many happy years, and grew old with time. Many of his trusted knights had perished during their adventures. The king gave his magic sword, the Excalibur, to a trusted knight. At the king's command, the knight threw the sword into the lake amid the plain of the sweet-smelling flowers. A beautiful arm arose from the lake, caught the sword and disappeared into the green depths of water.

The knight came back and told the king what had happened. King Arthur smiled. He instructed his people to put him on a barge. It was the hour of twilight. With tearful eyes, everyone bade goodbye to the old king as the barge sailed with him towards the setting sun.

Word Nest:

enchanted	:	magical
crimson	:	dark red in colour
hazardous	:	risky or dangerous

Let’s do:

Activity 6

Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:

(a) The people of England were unhappy during Arthur's rule. ☐

____

(b) Merlin took King Arthur to the gilded pavilion on his birthday. ☐

____

(c) Fifty people could sit at the Round Table. ☐

____

(d) The goodness and the kindness of the knights were known all over the country. ☐

____

Activity 7

Answer the following questions:

(a) Who, according to Merlin, could possess the Excalibur?

(b) Describe the pavilion where the round table was placed.

(c) What did King Arthur's devoted knights promise?

(d) Why did King Arthur smile when he was informed that the Excalibur was taken back into the lake by a beautiful arm?

Let's learn:

In lesson 5, you have learnt what a Clause is. Now, read the following sentence:

- The king, **who was friend and protector to all**, was fair to everyone.

In the above sentence, the group of coloured words does the work of an Adjective.

Let's do:

Activity 8(a)

In the following sentences underline the groups of words that do the work of an Adjective:

(i) The king is wearing a crown which is made of gold.

(ii) He walked on the path that was stony.

(iii) He has a friend who is very helpful.

The groups of words that you have underlined do the work of an Adjective and contain Subjects and Predicates of their own. Such a group of words is called an **Adjective Clause**.

An Adjective Clause is introduced by a Relative Pronoun and so it is called a **Relative Clause**.

Let's learn:

Read the following sentence:

- When the king and the queen were no more, the two counsellors met Sir Ector, the Trustworthy.

In the above sentence, the group of coloured words does the work of an **Adverb**.

Let's do:

Activity 8(b)

In the following sentences, underline the groups of words that do the work of an Adverb:

(i) He returned home when it was raining.

(ii) The knight fought in a manner which was brave.

(iii) The student could not understand the lesson as he was not present in the class.

The groups of words that you have underlined do the work of an Adverb and contain Subjects and Predicates of their own. Such a group of words is called an Adverb Clause.

Let's learn:

Read the following sentence:

- These knights promised that they would help the helpless.

In the above sentence, the group of coloured words does the work of a **Noun**.

Let's do:

Activity 8(c)

In the following sentences, underline the groups of words that do the work of a Noun:

(i) I expect that he will come.

(ii) That you behave like this, hurts me.

(iii) Mother was very happy that her child had succeeded.

The groups of words that you have underlined do the work of a Noun and contain Subjects and Predicates of their own. Such a group of words is called a **Noun Clause**.

Activity 8(d)

Underline the Clauses in the following sentences and state what kind of clauses they are:

(i) He was a man whom everyone admired.

(ii) I hope that my uncle will visit me.

(iii) He could not walk further as he was tired.

(iv) They live in a place where it is always cold.

(v) My friends took me to a garden which was very beautiful.

(vi) The artist hoped that he would win an award.

Activity 9

Find words in the passage that mean the following:

(a) to care for someone or something

(b) the state of being successful

(c) having great love and being loyal

(d) died

Let's talk:

Why do you think Sir Arthur asked his trusted knight to throw his magic sword Excalibur into the lake? Discuss in groups.

Let's do:

Activity 10(a)

Imagine you are Merlin, the wise counsellor to King Arthur. Write a paragraph in about eighty words on the advices you would have given the king in his times of trouble.

Activity 10(b)

Write a summary of the following passage :

Long ago during the reign of Khalifa Haroon-ul-Rashid, there lived a businessman called Ali. One day Ali went on a pilgrimage. He had five hundred gold coins which he put in a jar and filled the jar with oil. Ali left the jar with his neighbour Abdul. While Ali was away, one day, Abdul ran out of cooking oil in his house. He took out some oil from Ali's jar. As Abdul was pouring the oil several gold coins fell out from the jar. He became greedy. Abdul took out all the oil and the gold coins from Ali's jar. Then he replaced the oil in the jar from an oil-trader. Ali returned several months later. He did not find his coins. Abdul said he knew nothing of it. Ali went to the Khalifa. Khalifa Haroon-ul- Rashid heard Ali's complain. But there was no proof against Abdul. The Khalifa called an oil merchant .He tasted the oil and said it was two months old. Ali had been gone for seven months. He could not have put that oil in the jar. So, Abdul was caught. Ali got back his coins. (190 words)

Let's work together:

Collect a picture of a knight, paste it on a sheet of chart paper and show it to your class. Discuss in groups how the clothes we wear are different from the clothes worn by a knight, and why.

Lesson 8

The Happy Prince

Oscar Wilde

Let's start:

Oscar Fingal O'Flahertie Wills Wilde (1854-1900) was an Irish writer, poet and playwright. *The Importance of Being Earnest* is one of his most popular plays. He also wrote many short stories like *The Selfish Giant*, *The Happy Prince*, *The Model Millionaire* and so on. The present text has been dramatized from his famous story *The Happy Prince*.

Let's share:

(1) What, according to you, makes a person truly happy ?

(2) Why do you think we help people?

Let's read:

Characters:

- The Happy Prince, a statue
- Swallow, the bird
- A woman dressmaker
- Her son
- A poor young playwright
- A poor little girl
- The Mayor
- Town Councillors
- A group of beggars
- Sundry people
- Angel

[*Curtain goes up. In deep centre stage a high and large square box looking like a pedestal is placed. Upon the box stands the Happy Prince. He stands stiffly resembling a statue. A statue is what the Happy Prince is. He is wearing a golden tunic and stands still with legs apart, his hands resting on the hilt of a sword whose tip rests on the pedestal-shaped box. A large red stone is fixed on the side of the hilt. The open eyes of the Happy Prince are individually covered with blue coloured paper cut in the shape of the eye and lightly glued to hold them in place. The statue of Happy Prince faces the audience. A few young students holding books, bags on their shoulders come out of the left wing, cross the stage talking. The stage is lit in yellow*.]

Student 1 : So this is the famous statue of Happy Prince.

[*They pause and gather admiringly around the statue of the Happy Prince*]

Student 2 : He is very well known in this land. Happy Prince lived in the wonderful palace of Sans - Souci. During the day, he played with his friends in the palace garden. By night, he sang and laughed. He had no idea about the people of this world who live outside his palace.

Student 1 : You mean he never felt sad?

Student 2 : Nothing sad ever entered the door of the prince's palace. Everyone called him the Happy Prince and when he died, the town built this statue and named it the same.

Student 3 : The Happy Prince is built with gold from head to foot. His eyes are two precious **sapphires** and there is a big red **ruby** on his sword **hilt**.

[*Student 1 glances up at the Happy Prince with awe. They start walking. Student 2 speaks when they are close to the right wing exit.*]

Student 2 : In this town, everyone loves the Happy Prince.

[*They go out. A sad, tired-looking man immediately enters the stage from the right. He limps down with an unhappy expression. He stops before the statue of the Happy Prince and looks unhappily for three seconds. He starts limping towards the left wing exit, muttering loudly to himself*]

Man : At least , there's one truly happy man in this town. That is something!

[*The sad, tired man goes out through the left wing exit. Immediately from the left wing emerges a young mother dragging her little boy by the hand. The boy is crying. Mother is trying to stop the boy from crying. They reach the statue of the Happy Prince. Mother speaks while walking*]

Young mother : I can't understand why you keep crying! Why can't you be happy? The Happy Prince never cries for new things.

[*Mother and son go out through the left wing exit. The stage light changes to blue. The twittering call of a bird is heard in the background. Swallow, the bird, dressed in a black tunic, cardboard wings attached to its back, enters stage from the right, joyously tripping. The Swallow flaps its hands quickly to indicate flying. Swallow reaches centre stage, before the statue of the Happy Prince.*]

Swallow : It's much too cold here. All my friends have left for warm Egypt. I too must fly. But tonight I will rest in this unknown town. The shelter between the feet of this golden statue looks good enough.

[*The Swallow perches on the pedestal-shaped box, holding a leg of the statue and resting his head against it. Swallow jerks and jumps up suddenly after five seconds*]

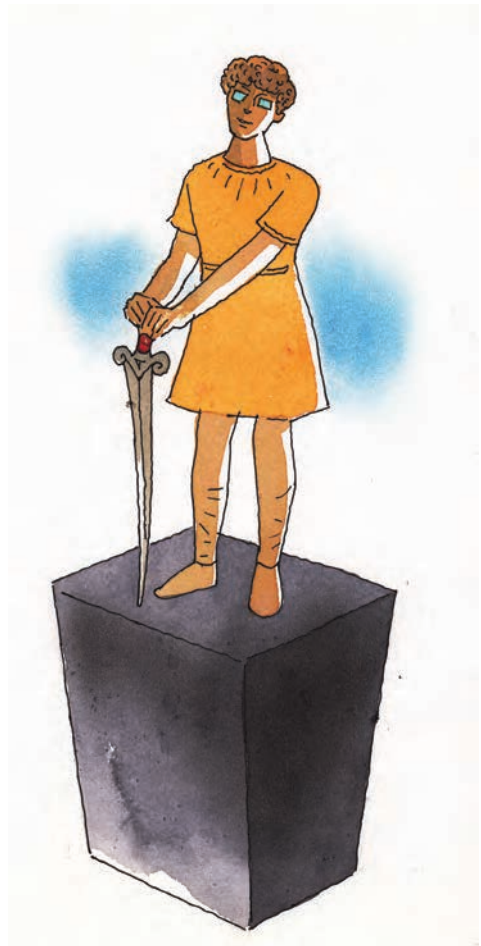
Swallow : I thought this golden room was good shelter. But I'm getting wet in the rain.

[*The Swallow sticks its neck out and looks upwards. He looks puzzled*]

Swallow : And yet, the sky is clear. It's not raining.

[*Swallow jumps up again as if a second drop of water had fallen. He now looks up at the statue and is amazed to see tear drops beneath its eyes.*]

Swallow : Who are you? Why are you crying?

Statue : I'm the Happy Prince. I spent my life in a palace. Now I am dead, and a statue. I stand in the middle of this town. I can see the poor people and all the ugly things in my land.

Swallow : I see you have a golden heart.

Statue : My feet are fixed here. I cannot move. Please help me, little Swallow.

[*The stage is darkened. Only the Happy Prince's voice is heard*.]

Statue : There is a poor house in a little street. A woman is making a dress for a beautiful, young lady of the palace. The woman is poor and her son is suffering from fever. Swallow, take the ruby from my sword-hilt and give it to her.

[*The stage is lit again. The light is blue. Close to the right wing, there stands now an open cottage made of cardboard. There is a backdoor to the cottage for entry from the right wing. A curtain hangs in front of the cottage*]

Swallow : But all my friends have flown to Egypt. I cannot delay. It's too cold here.

Statue : Swallow, little Swallow, please stay with me for one night.

Word nest

sapphires	:	precious, transparent stones of rich blue colour valued as gem stones
ruby	:	a gem of vivid red colour
hilt	:	handle of a sword

Let's do:

Activity 1

Rearrange the following sentences in the correct order and put the numbers in the given boxes:

(1) All the friends of the Swallow had left for warm Egypt. ☐

(2) The Happy Prince asked the Swallow to take the ruby out of his sword - hilt. ☐

(3) The Swallow took shelter beneath the statue of the Happy Prince. ☐

(4) The woman's son was suffering from fever. ☐

(5) The Happy Prince lived in the wonderful palace of Sans-Souci. ☐

(6) The town built the statue of the Happy Prince . ☐

Activity 2

Complete the following sentences with information from the text :

(a) The young mother told her child not to cry because ________________.

(b) The Swallow took shelter beneath the statue of Happy Prince because ____.

(c) The Swallow mistook ________________________________ for rain.

(d) The statue of the Happy Prince could see ________________________.

Activity 3

Answer the following question :

Why does the Swallow think that the statue of the Happy Prince has 'a golden heart'?

Let's continue:

Swallow : I feel sorry looking at you. I don't say no to people. I will help you.

[*The Swallow removes the ruby from the hilt with its mouth. He makes a motion of flying with its arms. He goes up to the cottage, removes the curtain. Inside the cottage, mother is tired and has fallen asleep. Her son is tossing in fever. The Swallow puts the ruby down near her hand.Then he comes out and draws the curtain. He flaps his arms in flight and returns to the Happy Prince*]

Swallow : It's a cold night. But strange, I am feeling warm.

Statue : That happens when you do something good to help someone.

[*Stage light changes to yellow*]

Swallow : I will leave for Egypt tonight. I will stay with you through the day.

Statue : Swallow, Swallow, little Swallow, please stay with me for one more night.

Swallow : But all my friends are waiting for me. Tomorrow they are going to fly up River Nile to **Luxor**.

Statue : Far away in a little attic, I see a brown-haired young man. He is unhappy and poor. He is writing a play for the theatre. Little Swallow, take one of my sapphire eyes and give it to him.

Swallow : Dear Prince, I can't do that!

Statue : Swallow, little Swallow, you must.

[*The Swallow takes a sapphire from one of the prince's blue eyes and makes the motion of flying, goes to the cardboard cottage. The Swallow removes the curtain. The stage light changes to blue. The playwright is revealed. He sits holding his head in his hands. There is pen and paper by his side. The Swallow quietly leaves the sapphire beside the young playwright. The young playwright discovers the rich stone soon after the Swallow leaves .He is overjoyed*.]

Playwright : Someone likes my work a lot! Now I can finish my play.

[*The Swallow returns to the Happy Prince. He is resting on the pedestal-shaped box on which stands the Happy Prince. The cottage curtain has been pulled by the young playwright without being visible to the audience. He left through the cottage back-door and the right wing exit.*]

Swallow : I'm here to say goodbye.

[*The stage light changes to yellow*]

Statue : I see a poor little girl in the town square. She has no shoes. Little Swallow, please give her the sapphire remaining in my other eye.

Swallow : Impossible! I can't make you blind.

Word nest:

Luxor	: a town in Egypt

Let's do:

Activity 4

Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:

(a) The Swallow didn't want to help the Happy Prince. ☐

____

(b) The Happy Prince wanted to leave for Egypt. ☐

____

(c) The Happy Prince asked the Swallow to take a sapphire from one of his eyes to the playwright. ☐

____

(d) The girl in the Town Square had no shoes. ☐

____

Activity 5

Answer the following questions :

(a) Why did the Swallow agree to help the Happy Prince?

(b) Why did the Swallow feel warm ?

(c) What made the playwright say, 'Now I can finish my play'?

Let’s continue:

Statue : Please help me, little Swallow!

[*The Swallow plucks the other sapphire from the prince's eye. He goes to the cardboard cottage and removes the curtain. A little girl is discovered weeping inside. The Swallow flaps its arms and goes in. He drops the sapphire into the girl's hand*.]

Girl : That's so nice!

[*She looks up amazed. The Swallow flies out. He pulls the curtain back, flies to the Happy Prince. The stage light changes to blue*]

Swallow : You are blind now, so I must stay with you always. But it's too cold here.

Statue : No, little Swallow, you must fly away to Egypt and the sun.

Swallow : I am staying with you.

Statue : Little Swallow, if you stay, fly over this land. Tell me what you see.

[*The stage goes dark. A blue spotlight tracks the Swallow. He is making a flying motion flapping his arms. He runs around the stage in a circle. The stage goes dark again, stays dark for four seconds. A red spotlight falls on a bunch of beggars in front of the stage, their clothes torn, they look hungry and miserable. Running, the Swallow crosses the stage before them flapping its arms, right wing to left wing. Stage darkens again. Blue stage light comes on immediately. The Swallow faces the Happy Prince from the left*.]

Swallow : I saw many unhappy and unfed people.

Statue : Take all the gold from my body and give it to the poor people.

[*The Swallow makes a plucking motion with its mouth on the Happy Prince's golden tunic. The stage darkens. The same beggars who appeared previously, are seen again clustered on stage. They are wearing good clothes, look better, they are eating and laughing. A single red spot light holds them on the dark stage. The stage darkens briefly, blue light comes on. The Swallow is discovered sitting on the pedestal -shaped box, leaning against the Happy Prince's feet. He is looking unwell and drooping. The Happy Prince has given away all the gold on his body. He is wearing a grey tunic*.]

Swallow : Goodbye, my prince.

Statue : Ah, good, you're going to Egypt. I am happy about that.

Swallow : I'm not going to Egypt! I'm going to the house of the brother of Sleep. The cold has got me. I'm dying!

[*The Swallow falls down on the pedestal-shaped box, its face expressing sorrow and lies crumpled between the two legs of the Happy Prince. A sad music is played in the background. The stage light changes to yellow. Four people enter from the right wing led by an important-looking man in red coat and trousers. He is the Mayor of the town, he is accompanied by town councillors. They talk as they approach the statue*.]

Mayor : A dead bird at the feet of the statue of the Happy Prince! That's very bad. We must make a new law. No bird can die in the town square, or near the Happy Prince.

[*One of the Town Councillors wrote this down in a note book. The others looked at the dead bird with great disapproval. The company looked up at the statue*]

Mayor : Oh dear! What an ugly thing our prince is these days!

Town Councillor 1 : Where's the ruby in his sword?

Town Councillor 2 : Where are the sapphires in his eyes?

Town Councillor 3 : Where's all his gold?

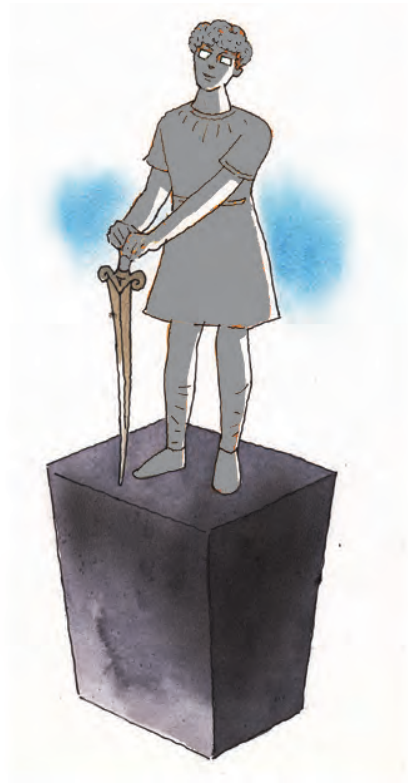
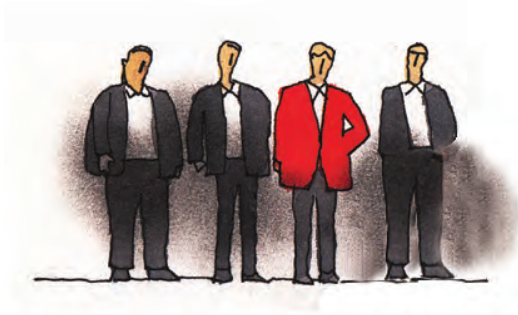
Mayor : He is no better than a beggar. I find him very ugly.

Three Town Councillors (in chorus) : Yes, very ugly.

Mayor : Take the statue away. It isn't beautiful anymore.

[*From the right wing comes out two people carrying a stretcher. They come and stop before the Happy Prince. Mayor and the Town Councillors are looking up at the Happy Prince. The stretcher-bearers bring down the statue and put him on the stretcher. Mayor and company look on with great interest. The stretcher-bearers take the grey Happy Prince away*.]

Mayor : Take it to the furnace to melt. We will have a new statue.

Three Councillors (in chorus) : A new statue!

Mayor : I want a statue of me.

Three councillors (in chorus) : I want a statue of me.

Mayor : No, no, I want a statue of me.

Three councillors (in chorus) : No, no. I want a statue of me.

[*The lights dim on stage. The stage is dark. A yellow spotlight falls on a person in white gown standing upon the pedestal-shaped box. He faces the audience. He is an angel. There are wings attached to his back, a silver crown on his head*.]

Angel : Forever will the Swallow now sing in my garden and the Happy Prince live in my city of gold forever!

[*A light music is played in the background. Light dims. Curtain falls.*]

Let's do :

Activity 6

Fill in the following chart with information from the text :

Cause	Effect
(i)	The little girl was happy
(ii)	Though it was cold, the Swallow stayed on with the Happy Prince
(iii) The Swallow told the Happy Prince that it saw many unhappy and unfed people.	
(iv) The Mayor didn't find the statue beautiful anymore.	

Activity 7

Answer the following questions:

(a) What new law did the Mayor propose ?

(b) Why did the Mayor and the Town Councillors think the statue of the Happy Prince was not beautiful any more?

(c) Where was the Happy Prince taken?

(d) Why did the Mayor and the Councillors want statues of themselves?

Let's learn :

Read the following sentences:

(1) The Swallow said, "Tonight I will rest in this unknown town".

(2) The Swallow said that it would rest in that unknown town that night.

When sentence (1) is changed to sentence (2), note the changes that take place:

- inverted commas are omitted
- 'that' is used before the reported speech

- ‘will’ is changed to ‘would’, Present Tense is changed to Past Tense
- ‘tonight’ is changed to ‘that night’

In sentence (1), the actual words of the speaker are quoted. The sentence is said to be in **Direct Speech**.

In sentence (2), the words of the speaker are reported. The sentence is said to be in **Indirect speech**.

Let’s do:

Activity 8 (a)

Read the following pairs of sentences and write down the changes that have taken place under the appropriate heads in the tables given below. The first one is done for you:

(i) The child said , “I am going home .”

The child said that he was going home .

		Subject	Verbs	Words	Punctuation Marks
Direct Speech	i(a)	I	am	going home	inverted commas
Indirect Speech	i(b)	he	was	no change	no inverted commas

(ii) He said to me , “Yesterday was a holiday.”

He told me that the previous day had been a holiday.

		Subject	Verbs	Words	Punctuation Marks
Direct Speech	ii(a)				
Indirect Speech	ii(b)				

(iii) The teacher said to the students , “Tomorrow we will go to the museum.”

The teacher told her students that they would go to the museum the next day.

		Subject	Verbs	Other Words	Punctuation Marks
Direct Speech	iii(a)				
Indirect Speech	iii(b)				

Let's learn:

Read the following sets of sentences:

1. (a) The young mother said to her little boy, "Why can't you be happy ?" — **Direct Speech**

   (b) The young mother asked her little boy why he couldn't be happy. — **Indirect Speech**

In reporting questions, Indirect Speech is introduced by verbs like 'asked', 'inquired'.

2. (a) The statue said to the Swallow, "Please give her the sapphire remaining in my other eye."— **Direct speech**

   (b) The statue requested the Swallow to give her the sapphire remaining in his other eye. — **Indirect Speech**

3. (a) The statue said to the Swallow, "Take all the gold from my body." — **Direct Speech**

   (b) The statue ordered the Swallow to take all the gold from his body.— **Indirect Speech**

In reporting commands and requests, the Indirect speech is introduced by verbs expressing command or request like 'ordered', 'requested', 'pleaded'.

4. Angel : "May the Happy Prince live in my city of gold forever" —Direct speech.

The Angel wished that the Happy Prince might live in his city of gold forever. — Indirect speech.

In reporting wishes and prayers the Indirect speech is introduced by verbs like 'wished' and 'prayed'.

5. (a) The girl said, "That's so nice!" — **Direct Speech**

   (b) The girl exclaimed that it was very nice. — **Indirect Speech**

In reporting exclamations and wishes, the Indirect Speech is introduced by verbs like 'exclaimed'.

Let's do

Activity 8 (b)

Change the following sentences from Direct to Indirect Speech:

(i) The Swallow said to the statue, "I am staying with you."

(ii) My mother said to me, "Please wait for me here."

(iii) Raja said, "Oh ! How cold the wind is!"

(iv) The old man said to the little girl, "May God bless you!"

(v) The man said to him, "Go away."

Activity 9

Write down the antonyms of the underlined words :

(a) The Swallow will sing <u>forever</u>.

(b) The actor <u>enters</u> the stage.

(c) The student <u>laughed</u> aloud.

(d) I can see all the <u>beautiful</u> things in my land.

Let's talk :

Make a list of some of the famous statues of the world. Discuss with your partner what you know about them.

Let's do:

Activity 10 (a)

Write an imaginary dialogue in about eighty words between two birds in winter, one of whom is flying away to a warm country and the other who is stuck in a cold land.

Activity 10 (b)

Recently you gave up your seat in a crowded bus to an old, ailing person. Write a letter in about eighty words to your friend describing how you felt after having helped the person.

Let's work together:

Visit your neighbourhood and find out who are in need of help. Discuss with your partner how you would go about helping them.

Lesson 9

Summer Friends

Mary Lamb

Let's start:

Mary Ann Lamb (1764 -1847) was a famous English poet and writer. She is best known today for her collaboration with her brother Charles Lamb on the collection *Tales from Shakespeare*. She and her brother presided over a literary circle in London that included poets like Wordsworth and Coleridge.

Let's share:

1. **Match column A with column B:**

A	B
(i) peacock	cleans surroundings
(ii) pigeon	dances when the sky is overcast
(iii) crow	used to carry letters

2. Which of the birds mentioned above appears to be the closest friend to mankind? Why do you think so?

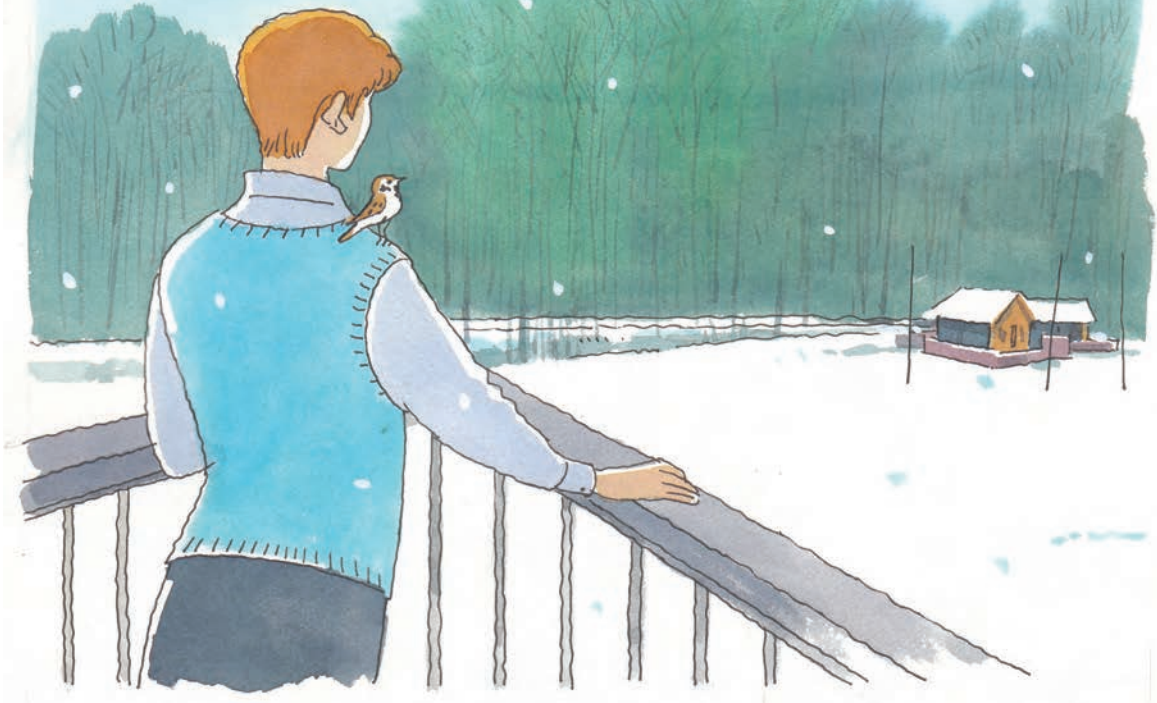
3. How would you feel if you are separated from your friend ?

Let's read:

The Swallow is a summer bird;
He in our chimneys, when the weather
Is fine and warm, may then be heard
Chirping his notes for weeks together.

Come there but one cold wintry day,
Away will fly our guest the Swallow:
And much like him we find the way
Which many a **gay** young friend will follow.

In **dreary** days of snow and frost
Closer to Man will **cling** the Sparrow:
Old friends, although in life we're **crost**,
Their hearts to us will never narrow.

Give me the bird—give me the friend—
Will sing in frost—will love in sorrow—
Whate'er **mischance** to-day may send,
Will greet me with his sight to-morrow.

Word Nest:

gay	:	happy
dreary	:	dull
cling	:	to remain emotionally attached
crost	:	the poetical form of the word 'crossed'. Here it means separated
mischance	:	misfortune

Let's do:

Activity 1

Tick the correct alternative:

(i) The swallow comes to the poet in (a) spring (b) summer (c) winter

(ii) Many young friends follow the behaviour of the (a) sparrow (b) pigeon (c) swallow

(iii) The sparrow accompanies the poet in times of (a) snow and frost (b) rain and thunder (c) sunshine and warmth

(iv) The poet wants a friend who will be like (a) swallow (b) sparrow (c) nightingale

Activity 2

Complete the following sentences with information from the text:

(a) The swallow chirps for weeks together when the weather_______________.

(b) In a cold day the swallow____.

(c) Even when old friends are separated, their hearts______________________.

(d) The poet wishes for a bird that will____________________________________.

Activity 3

Answer the following question :

Why do you think the swallow leaves the poet during the winter season?

Activity 4

Fill in the following chart with information from the text:

Who	Does what	When
(i)	chirping his notes	
(ii) The sparrow		
(iii) Old friends		
(iv) A true friend of the poet		the poet had mischance

Activity 5

Answer the following questions:

(a) What does the swallow do in summer?

(b) How is the behaviour of a "gay young friend" similar to that of the swallow?

(c) What type of a friend does the poet want?

(d) Whom does the poet like—the swallow or the sparrow? Give reasons for your answer.

Activity 6(a)

Read the following sentences. Identify Noun clauses, Adjective clauses and Adverb clauses and fill in the chart given below:

(i) I expect that I shall get a prize.

(ii) The umbrella which has a yellow handle is mine.

(iii) When I was younger I used to fly kites.

(iv) I remember the house where I was born.

Noun clause	Adjective clause	Adverb clause

Activity 6(b)

Change the following sentences into indirect speech:

(i) The sailor said to us, "There will be a storm".

(ii) The teacher said to the student, "Did you come to school yesterday?"

(iii) The tired guest said to the host, "Please give me a glass of cold water."

(iv) Rita said, "How happy I am!"

(v) My grandfather said, “May you live long!”

Activity 7

Make meaningful sentences of your own with the following words:

(a) guest : ______________________________

(b) dreary : ______________________________

(c) narrow : ______________________________

(d) mischance : ______________________________

Let's talk:

Tell the class about the qualities you look for in a friend. Have you found such a friend?

Let's do:

Activity 8(a)

Write a short story in about eighty words using the following hints. Give a suitable title to the story:

a farmer finds a snake almost dead with cold—brings it home—warms it—saves its life—the snake is about to bite the farmer's son—the farmer chases away the snake

Activity 8(b)

Suppose you have a bird that talks and plays with you. Write a paragraph in about eighty words on how you spent a day with the bird during your summer vacation.

Let's work together:

Take a sheet of chart paper. Draw pictures of a swallow and a sparrow. Colour the pictures. Write four sentences about each of the birds.

Lesson 10

Tales of Childhood

Roald Dahl

Let's start:

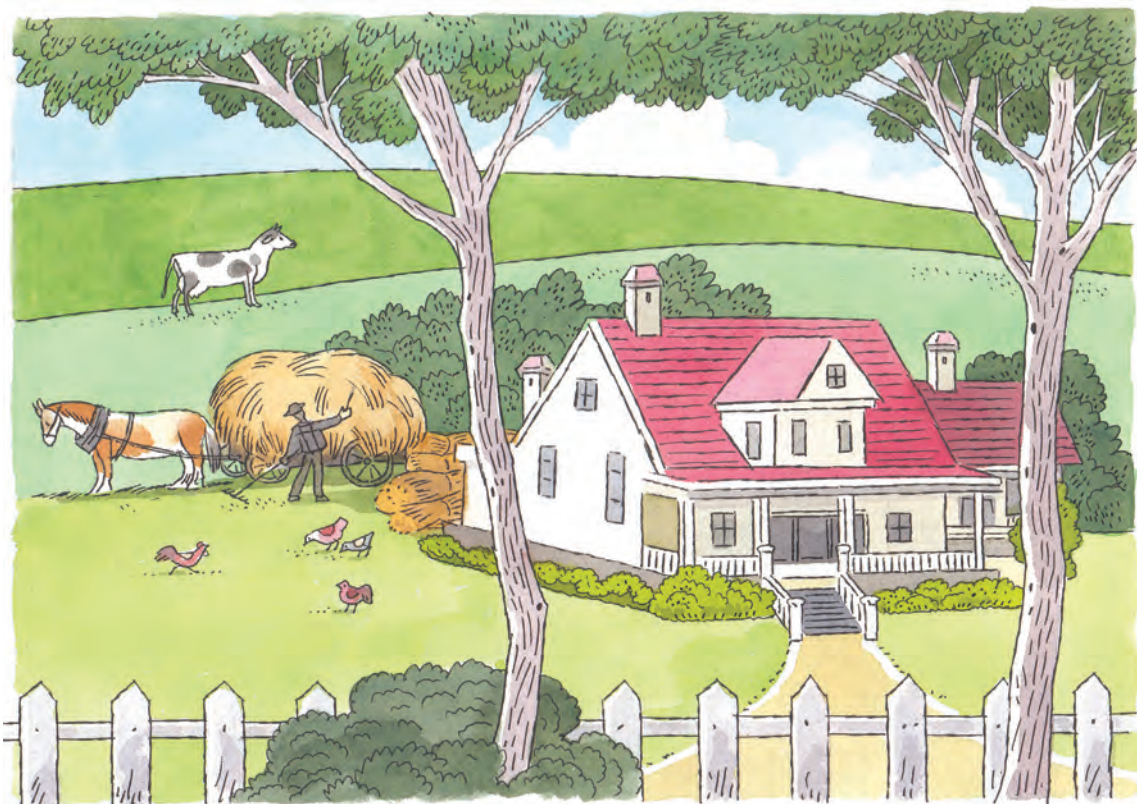
Roald Dahl (1916 - 1990) was a British novelist, short story writer, poet, fighter pilot and screenwriter. Dahl rose to prominence in the 1940s, with works for both children and adults, and became one of the world's best-selling authors. His works include *James and the Giant Peach*, *Charlie and the Chocolate Factory*, *Matilda*, *The Witches* and *George's Marvellous Medicine*. The present text is an excerpt from his autobiography *Boy : Tales of Childhood.*

Let's share:

(1) How would you describe yourself in five words? Tell the class.

(2) Tell the class about some significant memories of your childhood.

Let's read:

My father, Harold Dahl, was a Norwegian who came from a small town near Oslo, called Sarpsborg. His own father, my grandfather, was a fairly **prosperous** merchant who owned a store in Sarpsborg and traded in just about everything from cheese to chicken-wire. My father had lost an arm when he was fourteen, but had become a successful shipbroker. A shipbroker is a person who supplies the ship with everything it needs when it comes into port—fuel and food, ropes and paint, soap and towels, hammers and nails, and thousands of other little items. A shipbroker is a kind of **enormous** shopkeeper for ships, and by far the most important item he supplies to them is the fuel on which the ship's engines run—in those days, only coal. He set up a shipbroking farm at Cardiff of South Wales. My father met my mother, Sofie Magdalene Hesselberg during the summer of 1911 and were married soon after.

In 1918, when I was two, we all moved into an **imposing** country mansion beside the village of Radyr, about eight miles north of Cardiff. I remember it as a mighty house with **turrets** on its roof and with majestic lawns and terraces all around it. There were many acres of farm and woodland, and a number of cottages for the staff. Very soon, the meadows were full of milking cows and the sties were full of pigs and the chicken-run was full of chickens. There were several horses for pulling the ploughs and the hay-wagons, and there was a ploughman and a cowman and a couple of gardeners and all manner of servants in the house itself.

Word Nest

prosperous	:	rich and successful
enormous	:	big
imposing	:	impressive to look at
turrets	:	small towers on top of buildings

Let's read:

Activity 1

Rearrange the following sentences in the correct order and put the numbers in the given boxes:

(1) He met Sofie Magdalene Hesselberg in 1911. ☐

(2) They, along with their family members, moved to Radyr in 1918. ☐

(3) Harold Dahl became a successful shipbroker and set up a farm at Cardiff. ☐

(4) They married soon after. ☐

(5) Harold Dahl lost his arm when he was fourteen. ☐

(6) The writer's grandfather was a prosperous merchant. ☐

Activity 2

Complete the following sentences with information from the text:

(a) The narrator's grandfather was________________________________

(b) Harold Dahl had lost________________________________

(c) A shipbroker is a person who________________________________

(d) In the country mansion beside the village of Radyr, there were__________
____

Activity 3

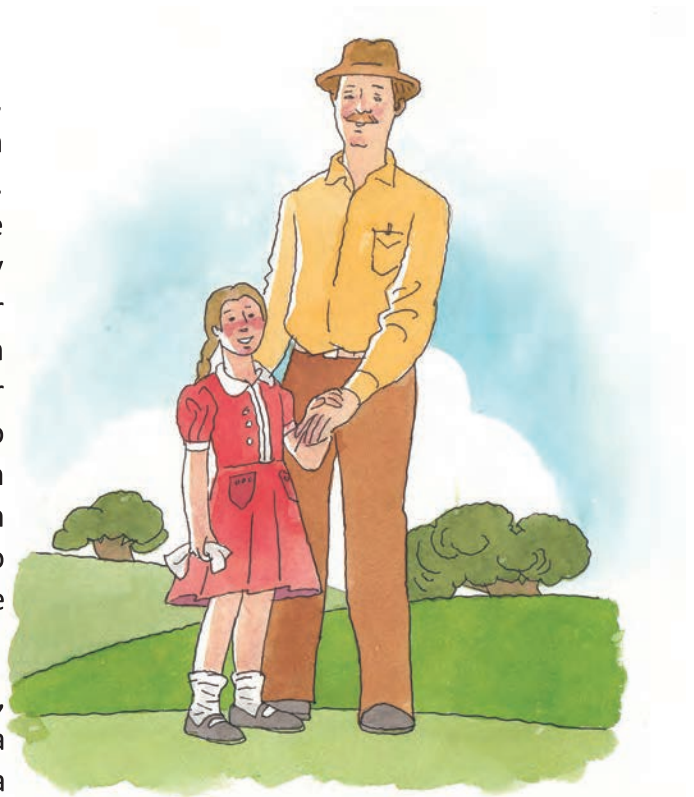
Answer the following question:

Do you think that the narrator was happy living in the imposing mansion?

Let's continue:

In 1920, when I was still only three, my mother's eldest child, my own sister Astri, died from appendicitis. She was seven years old when she died. Astri was far and away my father's favourite. He **adored** her beyond measure and her sudden death left him literally speechless for days afterwards. He was so overwhelmed with grief that when he himself went down with pneumonia a month or so afterwards, he did not much care whether he lived or died.

If they had penicillin in those days, neither appendicitis nor pneumonia would have been so much of a **threat**, but with no penicillin or any other magical antibiotic cures, pneumonia in particular was a very dangerous disease indeed. The patient had to fight to survive. My father refused to fight. He was thinking, I am quite sure, of his beloved daughter, and he was wanting to join her in heaven. So he died. He was fifty-seven years old.

My mother had now lost a daughter and a husband all in the space of a few weeks. Here she was, suddenly having to face all alone the very gravest problems and responsibilities. She had five children to look after. She sold the big house and moved to a smaller one a few miles away in Llandaff. It was called Cumberland Lodge and was nothing more than a pleasant medium-sized **suburban** villa. So it was in Llandaff two years later, when I was six years old, that I went to my first school.

Word Nest:

adored	:	loved very much
threat	:	danger
suburban	:	residential area that is outside the centre of the city

Let’s do:

Activity 4

Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:

(a) The narrator was the eldest child in the family. ☐

____

(b) Astri was the favourite child of the narrator's father. ☐

____

(c) The narrator's father died of appendicitis. ☐

____

(d) After his father's death, the narrator along with his other family members moved to Llandaff. ☐

____

Activity 5

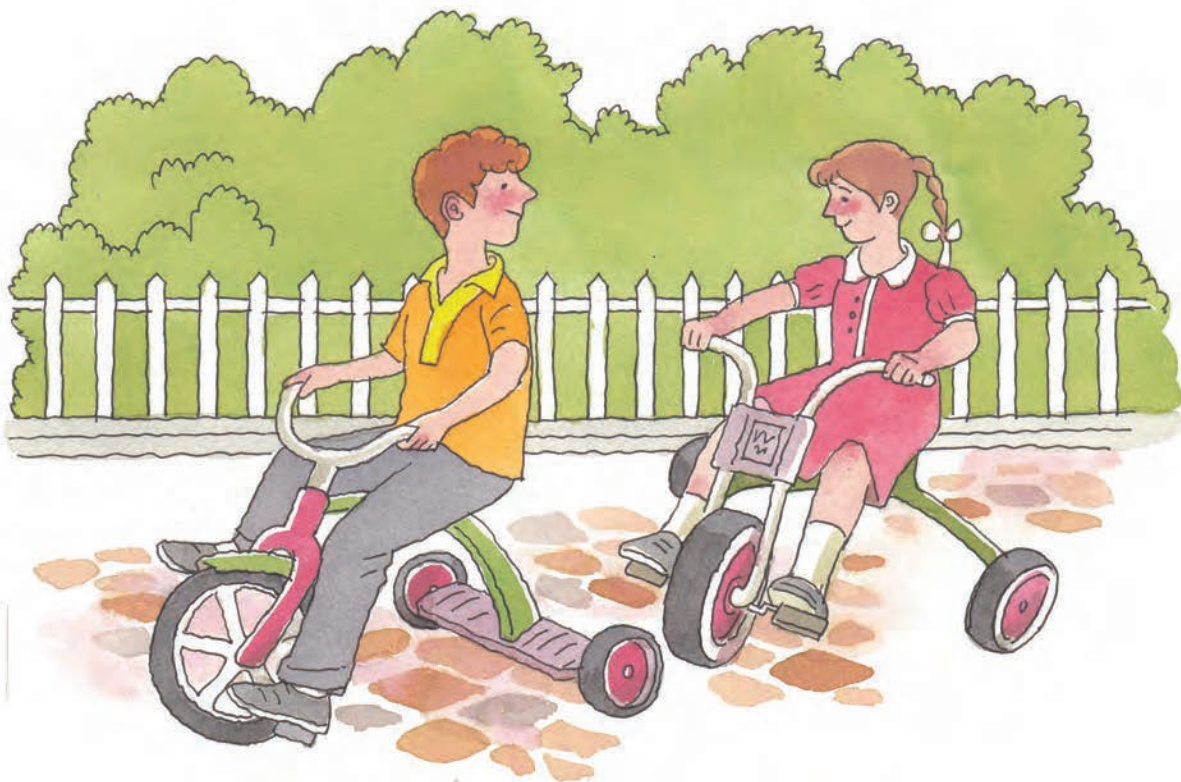
Answer the following questions:

(a) How old was Astri when she died?

(b) Why was pneumonia a very dangerous disease?

(c) What made the narrator's father reluctant to fight against the disease?

Let's continue:

The school was a kindergarten run by two sisters, Mrs Corfield and Miss Tucker, and it was called the Elmtree House. It is astonishing how little one remembers about one's life before the age of seven or eight. I can tell you all sorts of things that happened to me from eight onwards, but only very few before that. I went for a whole year to Elmtree House but I cannot even remember what my classroom looked like. Nor can I picture the faces of Mrs Corfield or Miss Tucker, although I am sure they were sweet and smiling. I do have a **blurred** memory of sitting on the stairs and trying over and over again to tie one of my shoelaces, but that is all that comes back to me at this distance of the school itself.

On the other hand, I can remember very clearly the journeys I made to and from the school because they were so tremendously exciting. Great excitement is probably the only thing that really interests a six-year-old boy and it sticks in his mind. In my case, the excitement centred around my new tricycle. I rode to school on it every day with my eldest sister riding on hers. No grown-ups came with us, and I can remember oh so **vividly** how the two of us used to go racing at enormous speeds down the middle of the road and then, most glorious of all, when we came to a corner, we would lean to one side and take it on two wheels. All this, you must realize, was in the good old days when the sight of a motor car on the street was an event, and it was quite safe for tiny children to go tricycling and whooping their way to school in the centre of the **highway**.

So much, then, for my memories of kindergarten sixty-two years ago. It's not much, but it's all there is left.

Word Nest:

blurred	:	not clear
vividly	:	clearly
highway	:	main road for travelling long distances

Let's do:

Activity 6

Fill in the following chart with information from the text:

Cause	Effect
(i)	The narrator is astonished
(ii)	The narrator cannot picture the faces of Mrs Cornfield or Miss Tucker
(iii) The journeys made to or from the school were tremendously exciting	
(iv) A motor car on the road was an event then	

Activity 6

Answer the following questions:

(a) What was the name of the narrator's first school?

(b) Which blurred memory does the narrator have of his early days?

(c) How did the narrator enjoy his journeys to and from school?

(d) 'It's not much, but it's all there is left'—Why, according to you,did the narrator make this comment?

Let's learn:

Read the following sets of sentences:

Set 1:

(a) She **sells** the big house.

(b) She **sold** the big house.

Set 2:

(a) The big house **is sold** by her.

(b) The big house **was sold** by her.

In the first set of sentences, the form of the verbs shows that the person denoted by the Subject **does something**.

In the second set of sentences, the form of the verb shows that **something is done to the person** denoted by the Subject.

Let's do:

Activity 8 (a)

In the following sentences, underline the verb forms which show that the person denoted by the Subject does something. Circle the verb forms which show that something is done to person denoted by the Subject:

(i) She sings a song.

(ii) A song is sung by her.

(iii) He drew a picture.

(iv) A picture was drawn by him.

Let's learn:

The verb forms that you have underlined are in the **Active Voice**. The verb forms you have circled are in the **Passive Voice**.

The **Active Voice** is the form of the verb which shows that the person denoted by the Subject does something. The **Passive Voice** is the form of the verb which shows that something is done to the person denoted by the Subject.

Let's do:

Activity 8(b)

Identify the voice of the following sentences and fill in the table given below:

(i) He told a story.

(ii) The ball was thrown by the boy.

(iii) I read many books.

(iv) Football is played by them.

Active voice	Passive voice

Activity 8(c)

Match column A with column B:

A	B
(i) Rumita made a paper boat.	(a) Food is cooked by her.
(ii) I know the man.	(b) A cricket match was watched by us.
(iii) She cooks food.	(c) A paper boat was made by Rumita.
(iv) We watched a cricket match.	(d) The man is known to me.

Activity 8(d)

Change the voice of the following sentences:

(a) Riya sang a song.

(b) She knows my brother.

(c) I wrote a letter.

(d) They cleaned the classroom.

Activity 9

Make meaningful sentences with the given pairs of words. Use one pair for one sentence:

(a) met, shop

(b) remember, days

(c) moved, place

(d) fight, country

Let's talk:

Suppose you have been given a chance to return to your early childhood. Tell the class about any two moments which you wish to re-live.

Let's learn:

The text that you have just read is a personal account of the author Roald Dahl. In the text he writes about the events of his own life. This kind of writing is called an **Autobiography**.

Let's do:

Activity 10(a)

Write an autobiography of a broken bicycle.

Activity 10(b)

Suppose recently you had to change your place of residence. Write a page in your diary about the experience of shifting from a familiar neighbourhood to a new place.

Let's work together:

Draw a picture of a bicycle. Now tell the class which are the places you would like to visit once you learn to ride a bicycle.

Lesson-11

Midnight Express

Alfred Noyes

Let's start:

Alfred Noyes (1880-1958) was a renowned English poet who is best known for his ballads, *The Highwayman* and *The Barrel-Organ*. *Midnight Express* is an edited version of one of his most famous short stories of the same name.

Let's share:

(1) Suppose you are standing before a mirror and you see there a person different from yourself. How would you react in such a situation?

(2) Suppose you have read about a character in a book. How would you feel if you meet that character in real life?

Let's read:

It was a **battered** old book, bound in red leather. When Mortimer was twelve years old, he found the book in his father's library. When the rest of his large, old house was covered in darkness, he took the book to his bedroom to read by candlelight. The clock ticked in the hall below and the sea roared outside.

Mortimer was **fascinated** by the battered old book. It contained a story called the `Midnight Express'. There was an illustration on page fifty, which threatened him for some unknown reason. The **illustration** showed an empty railway platform at night lit by a dull, yellow lamp. A single man stood under the lamp, his face

turned towards the black mouth of a tunnel. Mortimer never read beyond page fifty.

Many years passed after that. Mortimer was now a young man. One day, around midnight, he was waiting for a train in a dark, empty junction.

Word nest:

battered	:	damaged
fascinated	:	attracted
illustration	:	picture

Let's do:

Activity 1

Tick the correct alternative:

(i) Mortimer found the book (a) at a friend's place (b)in a book fair (c) in his father's library

(ii) The illustration on the page showed (a) a vast sea (b) an empty railway platform (c) a dark library room

(iii) Mortimer was able to read up to (a) page fifty of the book (b) the last page of the book (c) page fifty five of the book

(iv) Here Midnight Express is (a) an express train (b) a railway station (c) a book

Activity 2

Rearrange the following sentences in the correct order and put the numbers in the given boxes:

(1) As a young man, Mortimer was waiting for a train in an empty junction. ☐

(2) Mortimer found a battered old book. ☐

(3) He started to read the story by candle light. ☐

(4) Mortimer stopped at page fifty while reading the story. ☐

(5) The illustration of the story frightened Mortimer every time. ☐

(6) Mortimer was fascinated by the battered old book. ☐

Activity 3

Answer the following question :

Why do you think Mortimer never read beyond page fifty of the book?

Let's continue:

There was a single dull lamp glowing. Mortimer, in the lamp light, suddenly noticed a dark and **solitary** figure he knew. It was seen on page fifty of his book in his childhood. The figure faced the black mouth of a tunnel.

Mortimer's **instincts** were aroused. He walked quickly towards the figure and looked into its face. Mortimer was shocked. He was staring into his own face.

A wave of panic surged through Mortimer. He turned, gasped and broke into a wild run. He stumbled out of the platform and rushed down a moonlit road. He could hear the echo of his own footsteps behind him. The footsteps were steadily

gaining on him. Mortimer paused for a moment. He was completely shaken with fear. He began to run again.

Quarter of a mile down, Mortimer saw a small white cottage. Seeking desperate shelter, Mortimer **pounded** on the wooden door. He heard heavy footsteps coming down creaking stairs. The door opened and a shadowy figure stood with a candle. They exchanged no words. The shadowy figure beckoned him inside. They went up the creaking stairs.

Word nest:

solitary	:	lonely
instincts	:	instant reactions
pounded	:	banged

Let's do:

Activity 4

Complete the following sentences with information from the text:

(a) Mortimer noticed in the lamp light ________________________________

(b) The solitary figure faced ____

(c) Walking towards the figure Mortimer ______________________________

(d) The shadowy figure stood ______________________________________

Activity 5

Answer the following questions:

(a) When had Mortimer seen the 'dark and solitary figure' in his childhood?

(b) "Mortimer was shocked"- When was Mortimer shocked and why?

(c) What was "steadily gaining" on Mortimer as he stumbled out of the platform?

Let's continue:

The shadowy figure took him to an upper room where a bright fire was burning. There was an armchair beside the fire. By the armchair was a small, oak table on which lay a battered old book bound in red leather. The shadowy figure put the candle on the table and departed silently.

Mortimer **collapsed** into the armchair and picked up the old book. With a shock he realized it was the same book from his childhood, the book which contained the story of `Midnight Express'. Mortimer was greatly afraid. He turned the pages with trembling hands. He began to read. The story was about a man who in his childhood had read a book which contained a frightening picture.

Mortimer tried to **grasp** the strange cycle of events he was going through. He was filled with acute dread. “Who is the strange man who asked me into this cottage?,” Mortimer asked himself fearfully.

At that very moment the door opened and the strange host came in. His face

was covered in darkness. The candle on the table cast huge shadows on the walls. The shadowy figure stood before Mortimer. Slowly he edged forward.

Mortimer, sitting on the armchair, felt a chill run up his spine. He looked up into the face of the shadowy figure. Mortimer realized he was looking at himself.

The clock ticked in the hall below and sea roared outside. The candlelight **flickered**. The old, battered book bound in red leather lay open on the table.

Word Nest:

collapsed	:	fell down
grasp	:	understand
flickered	:	glowed unsteadily

Let's do:

Activity 6

Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:

(a) Mortimer found the old battered book on the armchair. ☐

____

(b) Mortimer realized that the book was the same one which he had read in his childhood. ☐

____

(c) Mortimer felt immensely afraid of the things happening around him. ☐

____

(d) In the flickering candlelight, the host was seen standing by the table. ☐

____

Activity 7

Answer the following questions:

(a) To where did Mortimer follow the shadowy figure?

(b) Why do you think Mortimer's hands trembled when he turned the pages of the book?

(c) "Mortimer tried to grasp the strange cycle of events he was going through"- what was the strange cycle of events?

(d) Do you think the strange incidents that happened to Mortimer would not have occurred if he had not read the book?

Let's learn:

Study the following sets of sentences carefully:

Set 1:

(a) Mortimer **is reading** a book in his father's library.

(b) He **was hearing** the echo of his own footsteps.

Set 2:

(a) A book **is being read** by Mortimer in his father's library.

(b) The echo of his own footsteps **was being heard** by him.

In the first set of sentences, the form of the verbs shows that the person denoted by the Subject **does something**.

In the second set of sentences, the form of the verb shows that **something is done to the person** denoted by the Subject.

Let's do:

Activity 8(a)

In the following sentences, underline the verb forms which show that the person denoted by the Subject is doing something. Circle the verb forms which show that something is being done to the person denoted by the Subject:

(i) I am writing a letter.

(ii) A letter is being written by me.

(iii) The gatekeeper was opening the gate.

(iv) The gate was being opened by the gatekeeper.

Let's learn:

The verb forms that you have underlined are in the **Active Voice**. The verb forms you have circled are in the **Passive Voice**.

Let's do:

Activity 8(b)

Identify the voice of the following sentences and fill in the chart given below:

(i) The artist is painting a picture.

(ii) A song is being sung by Shiela.

(iii) The boy was flying a kite.

(iv) Football was being played by the children.

Active voice	Passive voice

Activity 8(c)

Match column A with column B:

A	B
(i) Mother is cooking food for us.	(a) Trees were being planted by the children
(ii) Father is baking a cake.	(b) A lesson was being learnt by the students.
(iii) The children were planting trees.	(c) Food is being cooked by mother for us.
(iv) The students were learning a lesson.	(d) A cake is being baked by father.

Activity 8(d)

Change the voice of the following sentences:

(a) The girl is watching a film.

(b) Rahul is driving a car.

(c) The author was writing a novel.

(d) The man was buying vegetables.

Activity 9

Find words in the passage which mean the following:

(a) a passage built underground to allow a railway / bus to go through a hill.

(b) to be very afraid of something

(c) shaking of the body

(d) the sound that a door sometimes makes when we open it

Let's talk:

Do you think the title of this story " Midnight Express" is apt? Can you suggest any other title? Discuss in groups and give reasons.

Let's do:

Activity 10 (a)

Suppose you find yourself alone in a railway station at night. Write a paragraph in about eighty words describing your experience.

Activity 10 (b)

Write an imaginary conversation between you and your friend discussing the advantages of visiting a library regularly.

Let's work together :

Making a Collage

A collage is an artistic composition made by sticking bits of paper, cloth, string, etc to a surface.

Materials required : old magazines / newspapers

glue

a piece of cardbord cut into a square for the background surface

scissors

Method :

(1) Search through old magazines or newspapers and find pictures relating to any one theme.

(2) Cut them out.

(3) Spread a layer of glue on the back of the pictures.

(4) Lay the pictures and the cardboard piece.

(5) Let the glue dry.

(6) See that the pictures to cover the background.

(7) Your collage is ready.

(8) Give a title to your collage.

Now present your collage to the class and say a few lines on it.

Lesson 12

Someone

Walter John de la Mare

Let's start:

Walter John de la Mare,(25 April 1873 – 22 June 1956) was an English poet, short story writer and novelist. He is probably best remembered for his works for children and for his poem "The Listeners". His career as a writer started from about 1895 and he continued to publish to the end of his life. In his poems de la Mare has described the English sea and coast, the secret and hidden world of nature.

Let's share :

(1) What are the things that make a forest interesting at night?

(2) Would you prefer staying alone in a forest at night or would you like to have your friends with you? Give reasons for your answer.

Let's read :

Someone came knocking
At my **wee**, small door;
Someone came knocking;
I'm sure-sure-sure;
I listened, I opened,
I looked to left and right,
But **nought** there was a **stirring**
In the still, dark night;
Only the busy beetle
Tap-tapping in the wall,

Only from the forest
The screech-owl's call,
Only the cricket whistling
While the dewdrops fall,
So I know not who came knocking,
At all, at all, at all.

Word Nest:

wee	:	very small
nought	:	nothing
stirring	:	movement

Let's do

Activity 1

Tick the correct alternative:

(i) The door was (a) big (b) small (c) wide

(ii) The poet looked (a) backward and forward (b) up and down (c) to left and right

(iii) The busy beetle was tap-tapping in the (a) wall (b) door(c) window

(iv) The cricket was (a) singing (b) whistling (c) chirping

Activity 2

Complete the following sentences with information from the text:

(a) Someone came knocking at ________________________________

(b) There was no stirring in ________________________________

(c) The poet heard the screech-owl's call from ____________________

(d) The poet did not know ________________________________

Activity 3

Answer the following question:

Who do you think came knocking at the poet's small door?

Activity 4

Fill in the following chart with information from the text:

Who	Did What
(i) Someone	
(ii) Beetle	
(iii) Owl	
(iv) Cricket	

Activity 5

Answer the following questions:

(a) What did the poet do after he heard the knocking on the door?

(b) What was the night like?

(c) Name the insect mentioned in the poem.

(d) Why does the poet use the expression 'at all' thrice in the last line of the poem?

Activity 6(a)

Fill in the blanks with the correct form of the given verbs in brackets:

(i) The Mayor ___________ to Pune next week. (go)

(ii) By next December, we ____________ here for three years. (stay)

(iii) Perhaps they _____________ Dooars later. (visit)

(iv) The boy __________ television since morning. (watch)

Activity 6(b)

In the following sentences underline the Phrases and state what kind of Phrases they are:

(i) He wanted to speak to his teacher.

(ii) At this moment it's raining hard.

(iii) To do well in the competition is my aim.

(iv) They live in a house made of wood.

Activity 6(c)

In the following sentences underline the Clauses and state what kind of Clauses they are:

(i) The child ran away as soon as she saw the strange man.

(ii) I saw an old woman who was carrying a child.

(iii) The dog follows his master wherever he goes.

(iv) We all thought that it would not rain today.

Activity 6(d)

Change the following sentences from Active to Passive Voice:

(i) India won the World Cup in cricket recently.

(ii) The teacher was teaching English.

(iii) Rani is singing a beautiful song.

(iv) The wind blew away the rooftops of the houses.

Activity 7

Make meaningful sentences of your own with the following words:

(i) wee : ______________________________

(ii) stirring : ______________________________

(iii) busy : ______________________________

(iv) dewdrops : ______________________________

Let's talk:

The dawn and the sunset both look beautiful. Discuss with your partner which of them you like better.

Let's do:

Activity 8(a)

Suppose you spent a moonlit night in a forest guest house. Write a paragraph of about eighty words on your experience. Mention the sounds that you heard there.

Activity 8(b)

In about eighty words write an autobiography of an owl enjoying the night.

Let's work together:

Collect pictures of insects and show them to your class. Write four sentences on each type of insect you have collected.

Lesson 13

The Man Who Planted Trees

Jean Giono

Let's start:

Jean Giono (1895 -1970) was a French author who wrote works of fiction mostly set in the Provence region of France. His most noted works are *The Horseman on the Roof*, *Two Riders of the Storm* etc. The present text is adapted from his famous work of the same name, which has been translated into English by Peter Doyle.

Let's share:

1. Do you have any ideas which might help in beautifying your natural surroundings?

   Discuss with your partner.

2. When do you think it is possible for a single person to carry out, all by himself, a task which usually requires the participation of many people?

Let's read:

About forty years ago I went on a long **hike**, through hills absolutely unknown to tourists, in that very old region where the Alps **penetrate** into **Provence**. It consisted of **barren** and monotonous lands. Nothing grew there except wild lavender.

I was crossing this country at its widest part, and after walking for three days, I found myself in the most complete **desolation**. I was camped next to an abandoned village. I had used the last of my water the day before and I needed to find more. These ruined houses of the village made me think that there must, at one time, have been a spring or a well there. There was indeed a spring, but it was dry. All life had disappeared.

It was a beautiful June day with plenty of sun, but on these shelterless lands, high up in the sky, the wind whistled continually. Its sound was like that of a wild beast disturbed during its meal.

I had to move my camp. After five hours of walking, I still hadn't found water, and nothing gave me hope of finding any.

Word Nest:

hike	:	walking lengthy distances
penetrate	:	to enter into the interior of
Provence	:	a former province of south-eastern France
barren	:	an empty and fruitless piece of land
desolation	:	loneliness

Let's do:

Activity 1

Tick the correct alternative:

(i) The narrator was speaking of his experience (a) of recent times (b) about forty years ago (c) forty years into the future

(ii) The land could produce only (a) plants of all types (b) wild lavender (c) oak trees

(iii) The village where he was camped was inhabited by (a)the villagers (b) wild animals (c) none

(iv) The sound of the wind is compared to (a) a flute (b) drums (c) a wild beast

Activity 2

Rearrange the following sentences in the correct order and put the numbers in the given boxes:

(1) The narrator had been walking for three days. ☐

(2) He came across a dry spring. ☐

(3) No vegetation grew in the region except wild lavender. ☐

(4) The narrator's camp was near an abandoned village. ☐

(5) He was in search of water. ☐

(6) He lost all hopes of water when his search produced no result after five hours. ☐

Activity 3

Answer the following question:

Why do you think the village was abandoned?

Let's continue:

Everywhere there was the same dryness, the same stiff, woody plants. I thought I saw in the distance the shadow of a figure. On a chance I headed towards it. It was a shepherd. Thirty lambs or so were resting near him on the **scorching** ground.

He gave me a drink and a little later he led me to his shepherd's cottage. He shared his soup with me. It had been agreed immediately that I would pass the night there, the closest village being still more than a day and a half farther on. There are four or five villages **dispersed** far from one another on the **flanks** of the hills in this area. They are inhabited by woodcutters who make charcoal.

The shepherd took out a bag and poured a pile of **acorns** out onto the table. He began to examine them one after another with a great deal of attention, separating

the good ones from the bad. When he had before him one hundred perfect acorns he stopped, and we went to bed. The company of this man brought me a feeling of peace. He gave me the impression that nothing could disturb him. I was **intrigued** and I wanted to find out more about this man.

Word Nest:

scorching	:	hot enough to burn
dispersed	:	spread over a wide area
flanks	:	sides
acorns	:	fruits of the oak tree
intrigued	:	puzzled and curious

Let's do:

Activity 4

Complete the following sentences with information from the text:

(a) In the text, 'I' refers to ____

(b) The shepherd's cottage would be the narrator's shelter for the night since____

(c) With a great deal of attention, the shepherd ________________________

(d) The impression provided by the shepherd to the narrator was________
____

Activity 5

Answer the following questions:

(a) Give two examples of the shepherd's hospitality towards the narrator.

(b) State the profession of the people who inhabited the four or five remote villages.

(c) " I was intrigued." Why was the narrator 'intrigued'?

Let's continue:

Before going out the next day, he soaked in a bucket of water the acorns that he had so carefully chosen and counted. He carried an iron rod too, as a walking stick. He invited me to come along with him.

Having arrived at the place he had been heading for, he began to pound his iron rod into the ground. This made a hole in which he placed an acorn, and covered over the hole again. He was planting oak trees. In this way, he planted his one hundred acorns with great care.

He told me that for three years now he had been planting trees in this solitary way. He had planted one hundred thousand. Of these one hundred thousand, twenty thousand had come up.

It was at this moment that I began to wonder about his age. He was clearly more than fifty. Fifty-five, he told me. His name was Elzéard Bouffier. He had owned a farm in the plains, where he lived most of his life. He had lost his only son, and then his wife. He had retired into this solitude, where he took pleasure in living slowly, with his flock of sheep and his dog. He had concluded that this country was dying for lack of trees. He added that, having nothing more important to do, he had **resolved** to remedy the situation.

We parted the next day.

The next year the war came, in which I was engaged for five years. With the war behind me, I had a great desire to breathe a little pure air, and I set out again

along the trail through that deserted country. The land had not changed. Ever since the day before, I had been thinking about the shepherd who planted trees. Ten thousand oaks, I had said to myself, must really take up a lot of space.

When I met Elzéard Bouffier this time, I found that the war had not disturbed him at all. He had continued with his planting. The oaks of 1910 were now ten years old and were taller than me and than him. The scene was impressive. I was actually speechless and we passed the whole day in silence, walking through his forest. It was in three sections, eleven kilometers long overall and, at its widest point, three kilometers wide. When I considered that this had all sprung from the hands and from the soul of this one man — without technical **aids** — it struck me that men could be as effective as God in **domains** other than destruction.

Word Nest:

resolved	:	determined to do something
aids	:	devices for help
domain	:	a particular area

Let's do:

Activity 6

Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:

(a) The next morning the shepherd left his house all by himself. ☐

____

(b) Twenty thousand trees had sprouted from among the trees planted by the shepherd. ☐

____

(c) The narrator met Elzéard Bouffier after a time span of five years. ☐

____

(d) The forest had sprung with the combined effort of the villagers and the shepherd. ☐

____

Activity 7

Answer the following questions:

(a) How did Elzéard Bouffier plant the acorns?

(b) How many years later did the narrator revisit the country?

(c) "I found that the war had not disturbed him at all"-Why do you think that the war had not been able to disturb Elzéard Bouffier?

(d) What was the narrator's reaction on seeing the massive oak trees?

Activity 8(a)

Combine the following pairs of sentences by using Infinitives:

(i) My mother went to Agra. She wanted to visit the Taj Mahal.

(ii) The man held a meeting. He wanted to select a manager for the factory.

(iii) She was too tired. She could not work.

(iv) The school has appointed a new teacher. He would teach Bengali to the students.

Activity 8(b)

Fill in the blanks with the Present Perfect Continuous tense of the given verbs:

(i) The dog _________ (bark) since last night.

(ii) The man________ (read) the newspaper for two hours.

(iii) The students_________ (prepare) themselves for the quiz competition for several months.

(iv) Mother _________ (cook) dinner for all of us throughout the evening.

Activity 8(c)

Change the underlined verbs into the Past Perfect Continuous tense:

(i) He said that he <u>had tried</u> to contact us over phone since 8 o'clock that day.

(ii) For a long time they <u>had planned</u> to visit the caves of Ajanta and Ellora.

(iii) The actor who <u>had played</u> the part of Netaji became ill after the show.

(iv) My sister explained that she got up late because she <u>had studied</u> till midnight.

Activity 8(d)

Change the following sentences into Indirect speech:

(i) Mohan said, "My brother will leave tomorrow".

(ii) My friend said to me, " I will be grateful if you help me now."

(iii) The child said to his father, " Please give me a toy."

(iv) "Oh! what a hot day it is today," said Rita.

(v) "May we save our good earth!" said the teacher

Activity 9

Find words in the third section of the text which mean the following:

(a) a way of improving an unpleasant or difficult situation

(b) to repeatedly hit at something

(c) a place with no people in it

(d) left with no words

Let's talk:

Trees are an important part of our planet. We are losing a number of trees everyday because of various reasons. Discuss in groups what you can do to prevent the cutting down of trees in your neighbourhood.

Let's do:

Activity 10(a)

Write an imaginary conversation between yourself and a tree which you had planted and which has now grown green and tall.

Activity 10(b)

Suppose your friend, who lives in a hostel, is missing his/her friends and family. He/she is feeling very lonely and sad. Write a letter inspiring him/her to cope with his/her present situation.

Let's work together:

Locate a plot near your school. Collect a bag of seeds. With the help of your friends, plant the seeds and water them. Write four sentences on what you have done.

Teachers' Guidelines

The National Curriculum Framework (NCF) 2005 has observed that the aim of teaching English in India is "the creation of multilinguals who can enrich all our languages; this has been an abiding national vision. The multilingual perspective also addresses concerns of language and culture, and the pedagogical principle of moving from the known to the unknown." The new English textbook for class VIII, *Blossoms,* has been designed and written abiding by the guidelines and directions of NCF 2005 and RTE 2009 . The various areas of learning are used in a combined way as resources for the holistic development of the learner. Life-centric experiences are given optimum emphasis so that the learner is able to co-relate, differentiate and analyse her/his learning through personal experiences comparing them with the experience gathered from the lessons included in the textbook. It is expected that there will be a manifestation of multiple interpretations by the learners. In other words, the new textbook emphasises upon the active participation of the learners thereby ensuring the learners' autonomy — a vital aspect of constructivism. The new English textbook *Blossoms* thus aims to make learning —

- activity-based
- learner-centric
- joyful
- integrated with the learners' experiences

Efforts have been made to ensure that acquisition of various language skills takes place effortlessly. Holistic or top-down approach through story-reading, that promotes visual recognition of whole words or chunks of language, has been complemented by bottom-up approach to letter-sound mapping and print-decoding. Development of lexical knowledge has been given importance as researches show that it is a pivotal aspect in the acquisition and development of Second language for communicative purposes. The rubric 'Word Nest' facilitates and encourages the learner to develop her/his skill in language independently. In fact, researches show that greater gains accrue when language is acquired through self-learning than the traditional approach of language learning.

The role of the teacher has also undergone a major shift. The teacher is now supposed to facilitate, support and encourage learning, as instructed by NCF 2005 and RTE 2009. She/he is no longer considered to be the only knowledge resource.

The main thrust should not be on the accumulation of dry information or data but on developing the skills so that the learner herself /himself becomes capable in knowledge construction.

Blossoms for class VIII includes an assortment of prose and poetry. A dramatised version of a popular story has also been included so that the learners are exposed to the various genres of literature. In fact, NCF 2005 has clearly stated that the 'use of language to develop the imagination is a major aim of later language study'.

The various rubrics that have been used in the textbook for facilitating classroom transaction are briefly explained here:

Let's start : It is a brief account of the life and works of the author or poet. The objective is that the learner gets a preliminary idea about the writer before reading the text.

Let's share : It is a Pre-Reading activity that motivates the learner to read the text. This ice-breaking activity facilitates the learner in contextualization.

Let's read : It emphasizes on reading and comprehending. The learner may be guided in the reading process following the top-down and bottom-up strategies.

Let's do : It contains activities that facilitates the learner in developing their language competencies. The activities also ensure multiple interpretations by the learner.

Let's learn : In this section the grammatical competencies are developed with reference to the text.

Let's talk : It is meant to develop the conversational skill of the learners. It also provides ample scope for multiple interpretations.

Let's work together : It emphasizes upon collaborative work, thereby developing the creative and aesthetic skills of the learners.

The new English textbook for class VIII, *Blossoms,* contains a collection of selected prose, verse and play with the objective of developing language skills through selections of literary texts. The skills are also developed in a graded manner.

Revision lesson : It is a re-capitulation of the skills developed in class VII. The activities are to be done in pairs or groups so that the slow learners are benefitted through collaborative activities.

Lesson 1 (The Wind Cap): Learning objectives: developing competency to use Present and Past Perfect Continuous tense, writing a paragraph and informal letter.

Lesson 2 (Clouds) Learning objectives: developing the competency to use Future Continuous and Future Perfect tense, writing a paragraph and story writing.

Lesson 3 (An April Day) Learning objectives: reinforcing the competencies developed in the previous lessons, developing the skill to write a paragraph and a story.

Lesson 4 (The Great Escape) Learning objectives: developing competency to use infinitives, writing a summary and writing informal letters.

Lesson 5 (Princess September) Learning objectives : developing competency to use phrase and clause, writing a paragraph and a dialogue.

Lesson 6 (The Sea) Learning objectives : reinforcing the competencies developed in the previous lessons 4 and 5, developing the skill of writing a story and writing informal letter.

Lesson 7 (A King's Tale) Learning objectives: developing competencies to use different types of clauses, writing a summary and paragraph writing.

Lesson 8 (The Happy Prince) Learning objectives:reading and understanding a play, developing the grammatical skill of narration, writing a dialogue and writing informal letter.

Lesson 9 (Summer Friends) Learning objectives: reinforcing the competencies developed in the previous lessons 7 and 8, writing a paragraph and letter writing.

Lesson 10 (Tales of Childhood) Learning objectives: identifying Transitive Verb, change of voice of sentences in Simple Present and Simple Past tense, developing the skill to write an autobiography and diary writing.

Lesson 11 (Midnight Express)Learning objectives : change of voice of sentences in Present and Past Continuous tense, writing a paragraph and a dialogue.

Lesson 12 (Everyone Sang) Learning objectives: reinforcing the competencies developed in the previous lessons 10 and 11, writing an autobiography and a paragraph.

Lesson 13 (The Man Who Planted Trees) Learning objectives: summing up of the grammatical skills of the previous lessons, writing an informal letter and a dialogue.